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ABSTRACT

CHAMPS Peer Leadership is a program for the prevention of drug, alcohol, and tobacco use, and other negative behaviors and issues facing children. The program asks children to take responsibility for themselves and make positive changes in their schools and communities. Students who have process skills such as goal setting, team building, communication, self-responsibility, self-esteem, and empowerment, also have the capability to respond positively to life's challenges. This manual offers instructions on how to organize and sustain a CHAMPS program, in which kids support their peers and use peer pressure to bring about positive changes. The program may be broken down into three phases: (1) Staff Preparation Training; (2) CHAMPS Day, with details on student training; and (3) Program Implementation. The manual offers detailed instructions for each phase. Included are guidelines on team planning, staff and student selection, site selection, and orientation guides. The manual also provides specifics on the training of personnel and the types of activities to employ on CHAMPS Day, as well as strategies on how to sustain the program. Tips are offered on how to evaluate the program and supplemental materials feature handouts which offer step by step instructions. (RJM)

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Training Manual for

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Peer Leadership Program

Developed by

CHAMPS Peer Leadership, Inc.
14425 N. Scottsdale Rd. Suite 400
Scottsdale, Arizona 85254-3449
(602) 991-9110

This project was developed for the purpose of preparing school and community teams to empower youth to take responsibility for themselves, to prevent abusive behaviors and to improve the school and community climate, beginning with a one-day Peer Leadership training with upper elementary and middle school students.

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Champs Have And Model Positive Peer Skills

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SECTION I

THE PROCESS

An Introduction

ORIENTATION TO HOW ALL THIS WORKS

The Process Called CHAMPS

CHAMPS Peer Leadership is a program for the prevention of drug, alcohol, tobacco use, and other negative behaviors and issues.

More than a program, it is more accurately described as a process. The process of working with peers, asking students to take responsibility for themselves and for making positive changes in their schools and communities, is to begin them on the life-long process of decision making, action planning, and becoming a positive role model. We find that with such a process, you do not need a new program for every new issue that schools are being asked to address. The roots of all these social and academic issues are the same; that is students who have process skills such as goal setting, team building, communication, self-responsibility, self esteem and empowerment also have the capability to respond positively to the threats of gang involvement, dropping out of school, suicide, AIDS, or whatever new concern presents itself.

The peer approach is powerful in that peer pressure already exists and can be channeled as a positive force, if we know how to use it. Peers influence peers relative to social skills, achievement, identity, and empathy. As children reach pre-adolescence, peers become more influential and according to educational research analysis, "peer programs are dramatically more effective than all other programs, even at the lowest levels of intensity". (Tobler, 1986; Bangert-Drowns, 1988.)

CHAMPS has been tested with students throughout the United States, from rural and urban areas, and all ethnic groups. The issue of cultural diversity is important to the founders of CHAMPS . We elicit your feedback as to cultural relevance.

The most unique aspect of CHAMPS is the creation of a new and unique delivery system. "CHAMPS Day" gets the kids to support their peers and to begin using peer pressure as a force to bring about positive change. The lessons and activities of CHAMPS Day and on-going sessions are grounded in solid prevention research. The format of CHAMPS and the training is unique. It is the combination of these factors that makes CHAMPS both effective and easily replicable. You **can** do it - and we will show you how.

The activities and lessons within this training manual have been created, collected and adapted from the authors combined years of practical experience.

THE LOGISTICS STEPS YOU NEED TO KNOW

- Select CHAMPS Coordinator. See page 107
- Select and Orient Staff to Conduct CHAMPS Day
- Select Facilitators for CHAMPS TEAMS. See pages 108, 110, 111
- Select Students to be Trained. See page 25
- Select Site and Date for CHAMPS Day Student Training. See page 27
- Conduct Inservice for parents and / or send home parent information / permission slip. See pages 29-35
- **Complete Planning Worksheets I & II** relating to preparation of CHAMPS Day Student Training. See pages 21-23
- Decide on CHAMPS Team Projects
  See Quickstarts, Team Ideas, Program Modules Section IV.
  See pages 115-138
- **Complete Team Worksheets III & IV** - Matching facilitators to teams and determining meeting schedule. See pages 109-111.
- **Conduct CHAMPS Day**
- Monitor Progress of Teams
- Evaluate and Watch the Great Results!

Acknowledgments

To produce a program that is truly relevant to the needs of students requires drawing on the skills and vitality of a great many people. Over the years CHAMPS has worked with hundreds of parents, teachers, administrators, and students who have all contributed to the creation of this program.

We would like to acknowledge and thank the following people for their unique assistance to this program:

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Sue Harrison for her outstanding contributions to the efficient operation of CHAMPS.
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Diane Hilow and Ann Underwood for the outstanding effort in typing and retyping this manual.

Kathleen Feeney for her creative spark, innovation and willingness to give kids responsibility. She wrote up QUIKstarts to encourage schools to provide quick and easy ways to provide visibility and leadership to CHAMPS students immediately after their CHAMPS training.

Authors and publishers who gave CHAMPS permission to use or adapt their work.

The philosophy of training, prevention, and the resultant peer program reflect the thinking and commitment to alcohol and other drug abuse prevention held by the staff of the CHAMPS Peer Leadership Program. We joyously present it to you.

ABOUT THE AUTHORS

PATRICIA EPPS began specializing in drug and alcohol prevention when she attended School Team Training for the United States Department's Regional Training Center in 1985. The following year she served on the training staff. While a teacher in the Paradise Valley Unified School District in Phoenix, Arizona, Ms. Epps coordinated and designed a prevention curriculum program for a middle school which received the White House Recognition Award and was the only middle school in the United States to be listed in the U.S. Department of Education's booklet "Schools Without Drugs." Ms. Epps served as Prevention Coordinator for the Paradise Valley Unified School District in Phoenix, Arizona. Pat is one of the original developers of CHAMPS, a positive peer leadership program which targets fifth through eighth graders, CHAMPS II for high school youth, and most recently, CHAMPS HIV/AIDS Prevention Program. Ms. Epps conducts training for teachers and students across the country, specializing in school staff retreats and district School Team Training events. Pat has taught at the elementary, middle and high school levels. She holds a life-time teaching credential from the State of California and has done extensive work in curriculum development and programs for high risk youth. Pat holds a Bachelor of Arts Degree with an Education major from San Jose State University and has done Graduate work at Ottawa University.

ALISON VALLENARI has spent 16 years specializing in drug and alcohol abuse prevention and education. She has served as the Director of Training for the United States Department of Education's Southwest Regional Training Center in "The School Team Approach." Prior to that, Ms. Vallenari consulted throughout the Southwest Region, and the Midwest Region since 1975. Ms. Vallenari has served as Training Director for School Team Training Cycles throughout the country, and has provided technical assistance to over 100,000 school and community personnel in some 500 school districts across the nation. She is the former Director of Counseling for Pre-Hab of Mesa, a community drug treatment agency having conducted prevention support groups in the schools. Alison has taught high school social studies and directed her own private counseling practice. Ms. Vallenari has become a nationally known specialist in Peer Leadership programs, having developed and conducted hundreds of elementary school, middle school and high school peer programs. She is also an original developer of the CHAMPS Peer Leadership Program, CHAMPS II, for high school youth, and CHAMPS HIV/AIDS Prevention Program. Alison has a Bachelor's Degree in History Education, a Master's Degree in Secondary Education and a Master's Degree in Counseling Psychology.

Program Overview

Peer Leadership Training has proven to be one of the most effective mechanisms for effecting positive change in our youth. Targeted at preventing drug and alcohol abuse and other destructive behaviors, Peer Leadership Training can be a critical component in a comprehensive prevention program.

The participants of this training will be able to return to their respective schools and begin to implement a five-year plan for a comprehensive Peer Leadership Program. This notebook will serve as a guide for maintaining the program during the year and subsequent years.

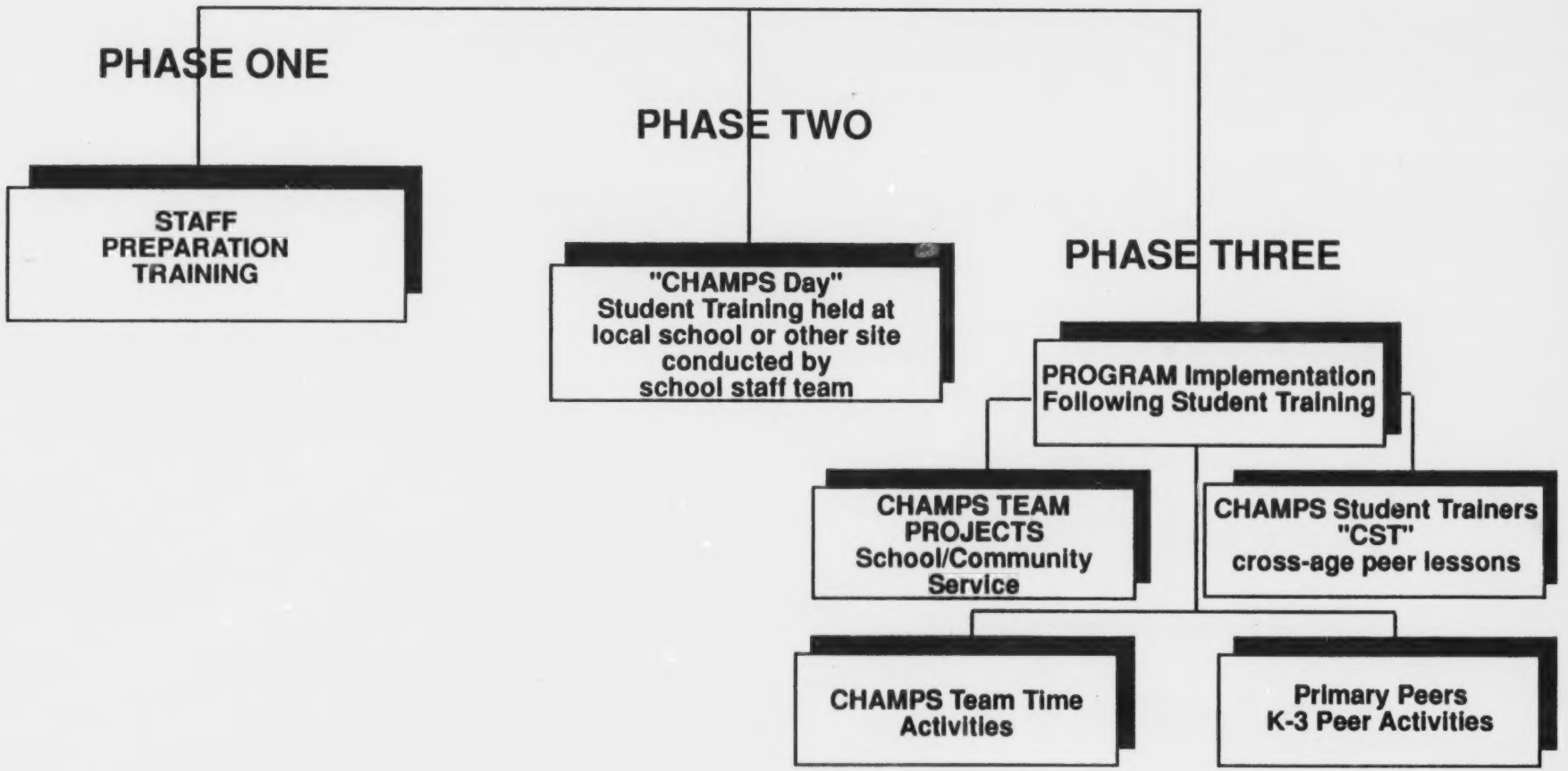
During the training, students will be developing a more positive self-concept, gaining leadership skills, increasing their level of motivation, building their skills (i.e., refusal skills, action planning, dealing with peer pressure, etc.) enhancing their creativity and developing an appreciation for working in a team approach when addressing school and community challenges.

CHAMPS means:

Champs
Have
And
Model
Positive Peer
Skills

CHAMPS is firmly committed to the concept that all students have leadership ability and that it is best developed through active use. Throughout the year, students will practice the skills introduced on CHAMPS Day. They will learn leadership skills by leading activities. They will learn goal setting skills by writing and implementing action plans. And they will learn decision making skills by deciding on ways to improve themselves and their schools and then doing it!

CHAMPS Peer Leadership Program


PHASE ONE
STAFF PREPARATION TRAINING
PHASE TWO
"CHAMPS Day" Student Training held at local school or other site conducted by school staff team
PHASE THREE
PROGRAM Implementation Following Student Training
CHAMPS TEAM PROJECTS School/Community Service
CHAMPS Student Trainers "CST" cross-age peer lessons
CHAMPS Team Time Activities
Primary Peers K-3 Peer Activities

WHY USE A PEER APPROACH?
Research Based Material

CHAMPS Peer Leadership Training is solidly research based. Drawing primarily from the research of Nancy Tobler (Meta-Analysis of 143 Adolescent Drug Prevention Programs, 1987) and Dr. David Hawkins (Hawkins, Lishner, Catalano, Etiology of Drug Abuse: Implications for Prevention, 1985), CHAMPS draws upon the most current empirical information available.

Tobler's statistical analysis of adolescent drug prevention programs utilized a procedure which alleviates much of the subjective bias in evaluating program effects. She identified 16 strategies of prevention programs which she collapsed into the following five categories:

1. Knowledge only - presentation by teacher of legal, biological, and psychological effects of drug abuse; scare tactics.
2. Affective only - self-esteem building, self-awareness, feelings, values clarification, experiential activities.
3. Peer Programs - positive peer influence; peer teaching; peer counseling, helping, and facilitation/ peer participation - subdivided into those focusing of refusal skills (saying no) and those concentrating on interpersonal and intrapersonal life skills.
4. Knowledge plus affective - combination of 1) and 2)
5. Alternatives - activities more appealing than drug use - subdivided into those focusing on community involvement activities and those concentrating on increasing basic competency skills for at-risk youth.

Tobler's major conclusions are as follows:

1. For the average adolescent (as contrasted with at-risk youth), "Peer programs are dramatically more effective than all the other programs" even at the lowest levels of intensity (hours spent in prevention programming).
2. For the high-risk (special populations) adolescent, alternatives were shown to be effective "for increasing skills and changing behavior in both direct drug use and indirect correlates of drug use" in a manner equivalent to that obtained by peer programs for the average youth.

Tobler's research clearly and convincingly supports the effectiveness and cost-effectiveness of even low-intensity school-based peer programs for reducing drug abusing behaviors among the general adolescent population.

The extremely positive results of peer programs in reducing substance abuse among adolescents as identified in Tobler's meta-analysis and in other substance program evaluations suggest the power of the peer group as a socializing agent in developing positive behaviors. The critical element in the success of the peer program approach may be the sense of **connectedness**, that is participation in meaningful activities, as well as **control**, that is, assumption of responsibility, that youth experience.

Dr. David Hawkins has identified the specific risk factors that correlate most closely to drug and alcohol abuse in the expectation that pinpointing and targeting those characteristics for change will show the most dramatic results in prevention (Hawkins, 1985). Just as the identification and reduction of risk factors leading to heart disease has been effective, so, reasons Hawkins, will the same procedure yield results in drug and alcohol abuse.

CHAMPS Peer Leadership Training directly focuses on three major risk factors as identified by Hawkins.

1. Lack of social bonding to school, home, or other institutions.
2. Friends who use.
3. Early age of first use.

Lack of Social Bonding
CHAMPS Peer Leadership Training is an impactful method of socially bonding even the most reluctant children to school. The method used is a reversal of the powerful tool called "peer pressure" . CHAMPS helps make school the place to be and positive friendships more readily available to each child.

Friends Who Use
CHAMPS confronts the influence of friends who use in a direct and skillful manner. Students learn and practice peer pressure reversal strategies and have fun doing it. The trend is reversed so that friends who **don't** use, influence friends who do.

Early Age of First Use
The average age of first use for drinking alcohol in the United States is now 12 years old, while marijuana first use is even lower at 11.8 years. We know that early age of first use correlates directly as a risk factor for abuse. CHAMPS Peer Leadership Training targets exactly the age group who needs it most, training students in social competencies when they need it most.

In closing, we know that Prevention Programs are most effective when they are sustained and ongoing efforts (Scheurich, 1986, D.C.C.C.A. Counseling and Resource Center, Lawrence, Kansas 1986). CHAMPS Peer Leadership Training starts out with a bang, getting the students attention and obtaining their buy-in. CHAMPS then continues through classroom activities, school and community projects, and cross-age peer teaching, to sustain and extend the initial training throughout the school year and on into life.

For full descriptions of risk factors, consult the following articles:

Hawkins J.D., Lishner, D.M., Catalano,
R.E. Childhood predictors and the prevention of adolescent substance abuse, in C.L. Jones and R.J. Battjes (eds.), *Etiology of Drug Abuse: Implications for Prevention.* Washington, D.C., National Institute on Drug Abuse, aDN85-1385, 1985.

Hawkins, J.D., Lishner, D.M. Catalano,
R.E.Howard, M.O. Childhood predictors of adolescent substance abuse: toward an empirically-grounded theory. *Journal of Contemporary Society* (in press).

Tobler, Nancy, *Meta-Analysis of 145 Adolescent and Prevention Programs*, 1987.

Scheurich, J. D.C.C.C.A. Counseling and Resource Center, Lawrence, Kansas, 1987

THE EFFICACY OF PEER LEADERS IN DRUG ABUSE PREVENTION

OVERVIEW OF THE RESEARCH

The efficacy of peer leaders in drug abuse prevention. *Journal of School Health.* Vol. 56, No. 9, November 1986, pp. 407-411.

ABSTRACT; The results from school-based, peer-led psychosocial smoking prevention programs suggest that this approach is effective in reducing smoking onset rates. The authors conclude that peer leadership can be an effective vehicle for drug abuse prevention among adolescents.

Peer educators have been selected and trained to modify environmental, personality, and behavioral factors to deter drug abuse, based primarily on psychosocial conceptualization. At the environment level, peer educators serve as potent role models by demonstrating nonuse, by creating a norm that drug use is deviant rather than acceptable, and by providing alternatives to drug use. At the personality level, peer educators reinforce the importance of social responsibility and the value of health to weaken the importance of drug use. At the behavior level, peer educators teach social skills to resist pressure to use or try drugs and also help students identify and practice health-enhancing alternatives to drug use. The role of the peer educator is to serve as a positive role model and to provide social information rather than merely providing facts. For this reason, and because most programs have attempted to identify students who exhibit leadership qualities, peer educators in drug abuse prevention programs are most often referred to as peer leaders.

Compared to programs in which the teacher alone manages the classroom, peer leaders enhance the program's applicability by modeling appropriate behaviors outside the school setting where experimentation with drugs is more likely to occur. Peer leaders have greater credibility regarding social information than teachers. while teachers are more credible sources of factual information. Because peer leaders posses fewer preconceived notions than teachers about how to teach in a classroom setting, peer leaders may be easier to train to conduct more experiential educational programs aimed at changing behavior. Peer leadership gives students positive opportunities to be responsible to themselves and others by being actively involved in the teaching process.

EFFICACY OF PEER-LED PROGRAMS

Overall, the results from school-based, peer-led psychosocial smoking prevention programs suggest that this approach is effective in reducing smoking onset rates.

SUBSTANCE ABUSE PROGRAMS

Substance Abuse Prevention
Recent Developments and Future Directions

Journal of School Health. Vol. 56, No. 9, November 1986, pp. 369-374. Copyright, 1989. American School Health Association, P.O. Box 708, Kent, OH 44240. Reprinted with permission.

Gilbert J. Botvin, PhD, Associate Professor and Director, Laboratory of Health Behavior Research, Cornell University Medical College, New York, NY 10021

ABSTRACT: Substance abuse continues to be one of the most serious problems facing communities throughout the United States. Existing school-based prevention programs have produced disappointing results when carefully evaluated. However, promising research has been conducted during the past eight years with two new prevention models that focus on the psychosocial factors believed to promote substance abuse. One, the social influence model, is designed to increase adolescents' ability to resist social influences to smoke, drink, or use drugs. The other model, though also designed to increase adolescents' resistance to pro-substance use social influences, focuses primary attention on the development of an array of cognitive-behavioral personal and social skills. More than 20 research studies testing programs based on these two prevention models have demonstrated significant reductions in substance use.

Traditional substance abuse prevention approaches have produced disappointing results. These newer "psychosocial" approaches to substance abuse prevention differ from more traditional prevention strategies in that they are based on a more complete understanding of the fundamental causes of tobacco, alcohol, and drug use/abuse. The approaches are grounded in psychosocial theory and utilize well tested cognitive-behavior change techniques. Perhaps most important, the programs have been subjected to careful evaluation using increasingly rigorous research designs.

SOCIAL INFLUENCE APPROACHES

The development of smoking prevention strategies that focus on the social influences promoting cigarette smoking is based on the recognition that peer and family influences consistently play important roles in smoking initiation. Though not yet established empirically, media influences also appear to play an important role in influencing adolescents to begin smoking cigarettes. In general, the social influence approach to smoking prevention involves: 1) making students aware of the social influences to smoke that they might be exposed to; 2) teaching specific skills, such as refusal skills, with which to resist those influences; and 3) correcting misperceptions of social norms about smoking, such as making students aware of the fact that most adults and adolescents do not smoke.
Two distinctive features of the expanded approaches are the use of peer leaders (either older or same-age) to deliver some or all the program and the use of role playing and social reinforcement techniques for teaching students skills for

resisting offers to smoke cigarettes. All studies using a social influence approach demonstrated significant reductions in smoking behavior. The results reported generally range from reductions of 33% to 39% in the proportion of individuals beginning to smoke comparing the proportion of new smokers in the experimental group with that of the control group.

In addition to evaluating the effectiveness of the prevention program for all students participating in the study, several social predictors of cigarette smoking, such as peer smoking, parent smoking, and sibling smoking, were used to determine the impact of the program on students identified as most likely to become cigarette smokers. In this case, the prevention program was found to be even more effective for students identified as being at high "social risk" for becoming a cigarette smoker than for other students in the sample, producing an 85% reduction in the proportion of nonsmokers becoming experimental smokers and a 100% reduction in the proportion becoming regular smokers.

It is generally is assumed that peer leaders play an important role in the social influence approaches. Indeed, using same-age or older peer leaders is a feature evident in nearly all the social influence approaches. In general, evidence supports the use of peer leaders for this type of prevention strategy.

PERSONAL AND SOCIAL SKILLS TRAINING APPROACHES

The primary distinguishing feature of these approaches is that they typically include two or more of these components: 1) general problem-solving and decision-making skills such as brainstorming and systematic decision-making techniques; 2) general cognitive skills for resisting interpersonal or media influences such as identifying persuasive and advertising appeals and formulating counter arguments; 3) skills for increasing self-control and self-esteem such as self-instruction, self-reinforcement, goal setting, and principles of self-change; 4) adaptive coping strategies for relieving stress and anxiety through cognitive coping skills or behavioral relaxation techniques; 5) general interpersonal skills such as initiating social interactions, complimenting, and conversational skills; and 6) general assertive skills such as making requests, saying "no", and expressing feelings and opinions. These skills are taught using a combination of instruction, demonstration, feedback, reinforcement, behavioral rehearsal (practice during class), and extended practice through behavioral "homework" assignments.

More than 20 research studies testing programs based on these two prevention models have demonstrate significant reduction in substance use (typically cigarette smoking). In general, the personal and social skills training programs appear to produce greater reductions in substance use than the social influence programs with the largest effects produced by programs combining components from both approaches.

Summary Of

"The Case for Peers"

By

Bonnie Benard

December 1990

Introduction

A year ago I wrote an article for the Illinois Prevention Resource Center's *Prevention Forum* Newsletter which addressed the critical need for the prevention and education fields to change the framework from which they often view youth, to see children and youth not as problems which need to be fixed but as resources who can contribute to their families, schools and communities (Benard, January, 1990). In that article I discussed a powerful strategy for providing youth the opportunity to be useful contributing members of their communities- youth service. I still believe youth service programs at the middle, junior, and high school level can play a major role in reducing the alienation many youth feel from their families, schools and communities, a disconnectedness that often manifests in the social problems of alcohol/drug abuse, teen preganancy, and dropping out of school. However, what has become increasingly clear to me this last year is the need for children to experience themselves as resources from *early childhood on.* This means " youth service" must be a concept we infuse throughout our schools from the preschool level forward; "youth service" should not be another program or course tacked on to an already overfull curriculum. The chances that a semester of youth service will instill in an already alienated adolescent a sense of personal worth and value-after experiencing years of treatment as a "problem"- are slim.

What I am advocating in stating that the concept of youth service must be infused throughout our schools is none other than the adoption of a *peer resource* model of education in which schools and classrooms are restructured so that youth-from early childhood through late adolescence-are provided ongoing, continuous opportunities to be *resources to each other.* While I have referred to peer programs in the past (Benard, January 1988) as the "lodestone to to prevention, " based on their effectiveness in reducing the rate of substance use in adolesence, the rational for a peer resource model of education is so multifaceted and grounded in research evidence for the effectiveness of peer resource programs on youth's academic and social development is so compelling, I felt that a summary of these various bodies of reasearch supporting peer resource strategies should contribute to the prevention field's mission of working to create supportive environments that empower individuals to make healthy, positive decisions and to achieve their human potential.

The Rationales for Peer Resource Programming

I. Importance of peer relationships in social development

According to several child development researchers, in the United States social science research has focused almost exclusively on adult-child interaction-especially the parent-child relationship-as the critical vehicle for the socialization of children and youth (Berndt and Ladd, 1989; Johnson and Johnson, 1983; Damon and Phelps, 1989; Rubin,1990).

The following are a number of the ways in which, according to research, peer relationships contribute to a child's social and cognitive development and socialization:

1) Peer interactions are another *arena*-besides family, school, and community-

which provides support, opportunities and models for prosocial development.

2) Peer interactions, compared to interactions with adults, tend to be more frequent, intense, and diverse.

3) According to the Segals-and a Piagetian position as well-peers are especially critical in the development of internalized *moral standards*.

4) Through reciprocal peer interactions children learn to share, to help, to comfort, and emphasize with others. According to Piaget and other developmental psychologist, empathy (or perspective-taking) is one of the most critical competencies for cognitive and social development (Attili, 1990).

5) Through peer interaction children learn critical *social skills* such as impulse control, communication, creative and critical thinking, and relationship or friendship skills. In fact, the failure to develop social and relationship skills is a powerful, well-proven early predictor of later substance abuse, deliquency, and mental health problems (Kellam et al, 1982). Conversely, a huge body of research supports social competence as a predictor of life success (Attili, 1990).

6) Peer relationships have a strong influence on achievement (Ladd, 1990;Taylor, 1989; Dishion, 1990).

7) Lastly, peer interactions are powerful influences on a child's development of identity and autonomy (Bukowski and Hoza, 1989).

II. Importance of social support to positive outcomes

Besides the critical importance that child development research has identified that peer interactions play in social and cognitive development, in the fields of community psychology, social anthropology, and sociology we have a huge body of reasearch documenting the powerful effect social support has on physical, cognitive, and social outcomes. Beginning with Cassel's work in 1974 claiming that, "People can become physically, mentally, or socially debilitated if they do not receive or perceive signs from significant others that make them feel safe and valued, "hundreds of studies have examined the nature of this concept(Wasserman, 1988,p.7). Futhermore, Cassel and others since contend that the nature and strengths of available group supports-especially the mutuality and reciprocity involved-can be protective of health and mental health as well as serving as a "buffer" for those experiencing stressful life events or situations--low birth weight, death, divorce, illness, unemployment, family alcoholism, depression, school transition, etc. (Dubow and Tisak, 1989; Felner et al, 1982; Fenzel and Blyth, 1986; Sandler, 1980; Sandler et al, 1985) Certainly the protective factor research of Emmy Werner and others has clearly identified social support as critical in positive outcomes for youth (1982).

III. The failure of adult society to provide social capital for youth

A rationale emanating from the importance of peer social support in development is that for a growing number of youth in our society, support from peers may be the only social support they get! Increasingly, as James Colemen and others have documented, changes in family and community life since World War II have resulted in a loss of "social capital" for children--"the norms, the social networks and the relationships between adults and children that are of value for the child's growing up" (1987,p. 36). While it's vitally important that we work on social policy changes to help build linkages between children and youth and adults (child care, family leave, family support, health care, etc.), it's also increasingly clear federal and state policy changes ensuring that families and children have access to housing, education, employment,

health care, and child care opportunities will not be soon in coming.

IV. Gives every youth the opportunity to help

Peer resource programs, whether they be cooperative learning groups or one-on-one peer tutoring, are most effective when each person involved experiences both the helper andhelpee role (Riessman, 1990). In fact, most studies find the *tutor* receives the most gains! Diane Hedin's review of students as teachers summarized the literature as "replete with anecdotes of alienated, troublesome youth conducting themselves in a serious and dignified manner while teaching younger students." She describes this phenomenon as follows: " The experience of being needed, valued and respected by another person produced a new view of self as a worthwhile human being"(1987,p.43). Moreover, the research of Roger Mills and his colleagues lends support to the hypothesis that the key to positive change for "at-risk" youth is changing how they perceive themselves (1988). Programs that label youth "at-risk," etc. only futher stigmatize and discourage positive outcomes.

The critical importance of all youth (and all people!) having the *opportunity to participate in meaningful roles* has been documented again and again in research (see Benard, January 1990 for a discussion of this point) and is considered by some researchers as perhaps the most important protective factor in preventing social problems like substance abuse, teen pregnancy, and deliquency (Rutter, 1979).

V. Satisfies basic human psychological needs

According to William Glasser, peer resource programs work because they satisfy our four basic human psychological needs to belong and love, to gain power, to be free, and to have fun (1986). Our discussion of social support and of participation really addresses the needs of belonging and having power. The need to be free, that is to be allowed and encouraged to make decisions and solve problems and to have some control over one's life, is essential to the development of identity and autonomy. Not only do peer programs meet these first three needs, process evaluations consistently find that youth enjoy their involvement in peer programs and find they are fun! (Kohler and Strain, 1990; Greenwood, 1989).

VI. Opportunity to develop collaboration/conflict resolution skills

I've written extensively about the necessity for collaborative communitywide prevention efforts if we are to create supportive, nurturing environments that will, in turn, discourage alcohol and drug abuse and other interrelated social problems (see Bernard, October 1989). No better preventionist training exists than peer collaboration and cooperative learning programs that engage youth in mutual problem solving, decisionmaking, and conflict resolution in a climate of mutual helping and respect. According to Morton Deutsch, the seminal researcher into conflict resolution and the mentor of David Johnson, "In recent years, it has been increasingly recognized that our schools have to change in basic ways if we are to educate children [beyond hate] so that they are *for* rather than *against* one another, so that they develop the ability to resolve their conflicts constructively rather than destructively, so that they are prepared to live in a peaceful world" (1989, p. 1).

VII. Promotes acceptance and respect for diversity

Evaluations of peer-tutoring, cooperative-learning, and peer-initiation (peers initiate social interaction with a withdrawn child) programs consistently identify significant increases in social interaction, acceptance, and liking between heterogeneous peers, especially between

physically and/or mentally handicapped or socially withdrawn and non-handicapped peers (Johnson and Johnson, 1986; Strain, 1985; Mesch et al 1986; Sainato et al, 1986; Maheady et al, 1988) and between white and non-white peers (Rooney-Rebeck and Jason, 1986; Slavin and Oickle, 1981). According to Oakes and Goodlad, "Perhaps nowhere else in schooling are the negative, prejudicial consequences for access to knowledge so clear and so severe" as in the practice of tracking (1988, p. 18).

VIII. Promotes academic achievement

From an educational reform perspective, perhaps the most compelling reason for peer programs can be based on the *hundreds* of evaluations of cooperative learning programs as well as on the peer tutoring and cross-age peer tutoring approaches that have found both positive academic and social development gains in youth (Johnson and Johnson, 1983; Johnson et al 1981; Glasser, 1986; Slavin, 1986; Graves, 1990; Fantuzzo et al, 1989; Greenwood et al 1989). Futhermore, according to a Stanford University study, peer tutoring is consistently more cost-*effective* than computer-assisted instruction, reduction of class size, or increased instructional time for raising both reading and mathematics achievement of both tutors and tutees (Levin, 1984). According to Damon and Phelps' review, in cooperative learning groups academic gains have been especially significant in the areas of math, reading, and science--the three crucial areas of learning that have failed to engage an increasingly large number of youth (1988, p. 152).

Although the academic gains made by students in cooperative classrooms certainly provide rationale enough for adopting this approach, for preventionists and others concerned with the overall health and well-being of children and youth and the prevention of the interrelated social problems like alcohol and drug abuse, teen pregnancy, and delinquency, as well as school failure, the nonacademic benefits found in evaluations of cooperative learning approaches are even more significant–more positive student attitudes towards school, towards their classmates, and toward themselves (Graves, March 1990; Wright and Cowen, 1985; Johnson and Johnson, 1983).

IX. Reduces alcohol and drug use among youth

Saving the most obvious rationale for last, two recent independent meta-analyses (Tobler, 1986; Bangert-Drowns, 1988), evaluating hundreds of prevention programs and strategies each, found that "peer programs are dramatically more effective than all the other programs," even at the lowest levels of intensity (hours spent in prevention programming) (Tobler, 1986, p.555). According to Bangert-Drowns, when intensity was higher, the peer program effects were even more pronounced (1988).

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GOALS AND OBJECTIVES

PURPOSE:

The purpose of CHAMPS Peer Leadership Training is to prevent drug and alcohol abuse and other destructive behaviors in youth by providing the awareness, motivation, knowledge and skills to do so at an age when children are most likely to make their decisions about drugs and alcohol as indicated by:

1. Reductions in usage of gateway drugs.
2. Reductions in favorable attitudes toward drugs and alcohol.
3. Improvements in attendance records.
4. Decreases in discipline referrals.
5. Decreases in classroom disruptions.

GOAL ONE:

To prepare school personnel to successfully conduct CHAMPS Peer Leadership Training.

Objectives:

Participants will be able to:

1. Cite all the component parts of CHAMPS Peer Leadership Training design.
2. Conduct a Spirit Meeting and a Victory Celebration.
3. Conduct workshops on Self-Image, Coping with Stress and Refusal Skills.
4. Apply the steps of the Goal-Setting Process.

GOAL TWO:

To prepare school personnel to successfully continue the initial training with on-going activities, school and community projects and CHAMPS Student Trainers.

Objectives:

Participants will be able to:

1. State four major methods of CHAMPS follow-up.
2. Conduct a minimum of six CHAMPS Team Time Activities in fifth and sixth grade classrooms.
3. Cite at least ten CHAMPS school or community projects for follow-up.
4. Select CHAMPS Student Trainers (CST's) and supervise the conducting of cross-age prevention lessons for grades K-4.

5. Institute Primary Peers to include the entire school population in CHAMPS Peer Leadership.

GOAL THREE:

To sustain the program over a period of five years.

Objectives:

1. Work with other trained team members to conduct a one-day CHAMPS Peer Leadership Day once per school year for five years.
2. Train additional school members to assist them in the CHAMPS Peer Leadership Day.
3. Conduct an orientation session for all school staff to promote understanding and gain support for CHAMPS training.
4. Answer parents' questions on concerns regarding CHAMPS Peer Leadership Training.
5. Apply the three major methods of follow-up:
   Classroom activities, CHAMPS "STAR" Projects, and CHAMPS Student Trainers conducting cross-age prevention lessons.

SECTION II

THE PLANNING:

Setting Up For A Successful Program

PLANNING YOUR CHAMPS PROGRAM

The following section will prepare staff to get ready for CHAMPS Day. Here you will find guidelines for staff , student and site selection, outlines for a teacher orientation and a parent orientation meeting as well as sample letters to go home to parents.

Perhaps most helpful are the forms on the next three pages to be filled out by the CHAMPS Training Team.

All the information necessary to complete Worksheet I is found in Section II of this manual.

All the information necessary to complete Worksheet II is found in Section III of this manual.

Team Planning Worksheet I

(Use **Section II** of CHAMPS Training Manual To Complete This Worksheet)

Possible Date For Student Training: _____

Grade Level Of Training: _____

Number of Students: _____

Site: _____

Transportation: _____

Meals: (Lunch and Snacks)

_____

_____

_____

Other Staff Members Who Could Assist In The Training:

_____

_____

_____

_____

_____

Questions To Be Answered:

_____

_____

_____

_____

Team Planning Worksheet II

(Use **Section III** of CHAMPS Training Manual To Complete This Worksheet)

CHAMPS Game Plan

Name of Person(s) Responsible

Spirit Meeting

- Welcome _____
- First Challenge _____
- Introductions _____
- CHAMPS Name & Significance _____
- CHAMPS Controls _____
- CHAMPS Cheers and Challenges _____
- CHAMPS Peer Pressure Challenge _____

CHAMPS Meet CHAMPS

- CHAMPS Bingo _____
- CHAMPS in the Ring _____

Break - Snacks, drinks, etc. _____

CHAMPION SKILLS

CHAMPS Polish Their Mirrors

1. Energizer _____
2. Attention Theory _____
3. Four Rules for Positive Attention _____
4. CHAMP or Chump Story _____
5. Accentuate the Positive _____
6. Backstrokes _____

CHAMPS Learn To "COOL IT"

1. Pressure "It" Game _____
2. All About Stress _____
3. "Setting Up forSuccess" _____
4. Relaxation Training _____
5. I Learned... _____

CHAMPS Challenge Peer Pressure

1. Iron Eyes Cody Story _____
2. All About Peer Pressure _____
3. Teach Step I to Challenge Peer Pressure through"Call and Response" Technique _____
4. Teach Steps II & III through "Call and Response" _____
5. Teach Steps IV & V with "Call and Response" _____
6. Conduct practice demonstrations _____

CHAMPION TEAMS

Lead person or persons for CHAMPlanning Introduction _____

Lead person or persons for CHAMProductions _____

List of adults who can meet with CHAMPS teams _____

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

VICTORY CELEBRATION

Review of Skills

_____

I Learned... Statements

_____

Sharing of CHAMPlans

_____

Presentations (Tee-Shirts/Certificates)

_____

Evaluation

_____

Staff Selection for the CHAMPS Training Team

First priority for inclusion on the CHAMPS Training Team is the school principal. An interested principal can be very effective as a CHAMPS trainer and can gain great benefits as students have a wonderful opportunity to see the principal in a very positive light.

Since the CHAMPS Peer Leadership Training program is geared for the sixth grade student (adaptable to upper elementary and middle school), it would be advisable to involve the sixth grade teachers as part of the team. As for the other team participants they would come from any grade level or staff position, but should most certainly have an interest in the training component and follow-up. Since a portion of the follow-up involves CHAMPS Student Trainers working with the lower grades, a teacher from the primary grades would be a positive addition to the team.

Since this training prepares a team to continue year after year, it is important to look at the commitment of the members to ensure the longevity of the CHAMPS Peer Leadership Program.

In summary it is suggested that you consider the make-up of your Training Team in the following priority order:

1. School principal
2. Interested sixth grade teacher(s)
3. Staff position not requiring a substitute (i.e. nurse, media specialist, psychologist)
4. Any grade level classroom teacher
5. Support staff
6. Parent
7. Business/community representative

An identified CHAMPS Coordinator will help the team to be successful on CHAMPS Day and throughout the year.

Student Selection

ELEMENTARY SCHOOL

It is recommended that **all** sixth graders at K-6 schools (or fifth graders at a K-5 school) participate in the one-day CHAMPS Peer Leadership Program. Since the average number of sixth graders at a typical elementary school ranges from 65-120 students, it is easy to accommodate that number for the training session. For the school that exceeds 120 students in the sixth grade, it is suggested that schools consider conducting two training days. CHAMPS has been successful in many schools that are K-5, K-4, K-3, 4-6, 5-8 or other configurations. The key seems to be simply to train the oldest grade level as they are seen as natural leaders in their school setting.

MIDDLE SCHOOL / JUNIOR HIGH SCHOOL

Another method that has met with much success is the "E.F. Hutton Approach". This is particularly helpful if the chosen grade level is too large to include everyone in one day or if several grade levels are selected. Simply identify 65-120 students who personify the slogan, "when they talk, everybody listens." The key is to assure representation of all peer groups through careful selection of influential individuals.

YOUTH SERVICE ORGANIZATIONS - See following page

Youth Service Organizations

Staff Selection:
The program director, if available, and other appropriate staff volunteers should be selected for the training team. Sometimes youth service organization staff members will serve as part of a school team from their community.

Student Selection:
Student selection will vary according to the size and age of the young people in the organization. As a rule, older students are trained to be peer leaders for the younger students.

Site:
Frequently, organizations have access to outstanding community facilities. These make excellent training sites. Sometimes organizations hold a "CHAMPS Camp" at a campground. The "CHAMPS Day" activities are done in the mornings and their normal camp activities are done in the afternoons. In one of our states, five different youth service organizations held a five day overnight camp, with each organization taking responsibility for one day.

Note:
For further information about CHAMPS youth service organizations ask about our CHAMPS Camp supplement.

Site Selection

Several settings will work well for your one day CHAMPS Peer Leadership Training. If you have a multi-purpose type room at your school that will comfortably accommodate approximately 100 students, the training can take place on your own school campus.

Feeder middle schools/high schools often have a large room where the training could be conducted. Students enjoy the opportunity of spending time on another campus.

Communities usually have facilities where school groups can meet. This arrangement also affords community involvement in the training program. Consider local campgrounds, retreat centers, community colleges, boys and girls clubs and churches. It often adds excitement to the training to go "off campus."

However, your own school campus is a very acceptable site for your CHAMPS Training. Pick a large room at your facility that will meet your needs and not be interrupted by other grade level movements.

Student Orientation

It is important to meet with all students to be trained prior to the CHAMPS Day to give them an idea of what they can expect from the day.

Brainstorm with the students about the strengths of their school and post the list in the room. Brainstorm with students regarding the concerns they have about their school and post. These lists of school concerns can be compiled and revised and used for students to select their 1st, 2nd, and 3rd choices for projects. They could then be grouped according to their selected interest during the CHAMPlanning time on CHAMPS Day. Tell the students they will be attending leadership training and will be given the responsibility of helping to improve their school and be problem solvers.

One of the sixth grade follow-up activities could also be used as a warm-up activity to generate interest.

Much pre-planning can be done with the students prior to the training, such as: grouping students for different components of the training, pre-selecting teams to work on school improvement projects, etc. Consider ways to mix your students as much as possible. The added effort to group students with different classmates frequently is well worth it.

Parent Orientation

Prior to the CHAMPS Training Day you may wish to conduct a meeting with the parents of the sixth graders who will be participating. This is a chance to give an overview of the CHAMPS Peer Leadership Program, explain the research and rationale and answer questions.

Key Points:

- Train students in leadership.
- Decision making skills.
- Communication skills.
- Refusal skills - How to "Just Say No."
- Involve students in school and community projects.
- Prepare them to deal positively with peer pressure.

Suggested Activities for Parent Night

2 minutes	**Welcome**
5 minutes	**Introductions**
10 minutes	**Get Acquainted** • Find three people you don't know • Introduce yourself • Share one unique positive thing about your child • Regroup and do some pop-ups
20 minutes	**Orientation to CHAMPS** • Positive peer pressure - rationale/history • Topics covered in CHAMPS training • Action planning concepts • Nuts and bolts information
30 minutes	**Activities (pick two)**
15 minutes	• CHAMPS Bingo - give prizes
15 minutes	• Pressure It
15 minutes	• Accentuate the Positive
15 minutes	• Backstrokes
15 minutes	• Centering
15 minutes	**Closing comments - questions and answers**
10 minutes	**Parent survey (pre-test of child's behavior)**

Follow-up Ideas:

- List for parents of service providers in their area.
- List of volunteers who would like to serve as a facilitator with the CHAMPS Program.
- Sign up for three sessions in parents' homes to foster support for:
  - Building My Child's Self-Esteem.
  - Increasing My Child's Capacity to Deal Effectively with Stress.
  - Reinforcing My Child's Ability and Willingness to Use Refusal Skills.

CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS •

Sample Letter

Sample Letter

Dear Parents of Sixth Graders:

We will be implementing a new and exciting program this year for our sixth graders. The CHAMPS Peer Leadership program is designed to prevent drug and alcohol problems facing our students in today's society. We will train our students in positive peer pressure skills, decision making, goal setting and taking responsibility. Students may then choose to work as student trainers with the lower grades, or on school or community projects.

Throughout the school year, students will have the opportunity to use the skills they learn on CHAMPS day. This year, CHAMPS Day is scheduled for (date)_____ at (place)_____.
Because CHAMPS uses positive peer pressure to help students build a better self concept and become effective school and community leaders, we feel it is important that each student attend the training and receive all materials. Your child is being asked to bring a $6.00 donation to cover the cost of the supplies. For any families that are not able to make a donation at this time, the PTA has established a scholarship for t activity. Please contact (name) _____ at (phone) _____.

Your child needs to bring the attached permission slip plus the donation to school by (date)_____. Checks can be made payable to _____.

Thank you for your support!

The Sixth Grade Teachers

CHAMPS means:

Champs
Have
And
Model
Positive Peer
Skills

Note: This was a sample letter used by one of our CHAMPS schools.

•CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS •

Sample Forms and Letters (cont.)

Date

Dear Parents of Sixth Graders:

We will be holding a one-day Peer Leadership Workshop at _____ on _____. In this one-day CHAMPS Training event we will be teaching students about positive self-image, personal responsibility and stress, how to deal with peer pressure, and action planning skills.

Our training day will begin at _____a.m. and end at _____p.m.

You are invited to observe the training and we ask that you pick up your son/daughter by _____p.m.

Please complete the parent permission form attached.

- - - -

Sample Forms and Letters (cont.)

Date

Dear Parents of Sixth Graders:

We will be implementing a new and exciting program this year for our sixth graders. The CHAMPS Peer Leadership program is designed to prevent drug and alcohol problems facing our students in today's society. We will train our students in positive peer pressure skills, decision making, goal setting and taking responsibility. Students may then choose to work as student trainers with the lower grades, or on school or community projects.

We would like to meet with you on _____(date) at _____(place) at _____ to give you an overview of the CHAMPS program and answer any questions.

Please make every effort to attend.

Staff Orientation Meeting

To generate enthusiasm after the CHAMPS Training Team preparation, the following is an outline to inform your school staff about CHAMPS and enlist their support.

WHAT IS CHAMPS?
- •Drug Prevention Program
- •Developing "positive peer pressure"
- •Promotes students taking responsibility

HOW DOES IT WORK?
- •Staff Preparation
- •CHAMPS Day Retreat
- •CHAMPS Program Implementation

WHAT KIND OF RESULTS?
- •CHAMPS is currently in operation throughout 16 states
- •Peer Programs-research packet
- •Midwest Schools-in research packet
- •Arizona Schools-in research packet
  - -Most highly requested on CAPPE (Chemical Abuse Prevention Program Education) Survey
- •450 Arizona Schools as of 1993

  Sponsors:
  - -Arizona Department of Education
  - -Governor's Office of Drug Policy
  - -Department of Economic Security
  - -American Express Company

  Statistics:
  - -Reduced discipline referrals by 82.9%
  - -Reduced vandalism costs by 70%
  - -Unexcused absences reduced 20%

  Cost effectiveness per year:
  - -Vandalism $190.00 saved per school
  - -Teacher time saved from discipline referrals = $1125 per school
  - -Administrator time saved from discipline referrals = $1500 per school
  - -Attendance $30,000 per school

WHAT HAPPENS ON A RETREAT?
- •Buy-in for prevention concepts
- •Change norms of "what is cool"
- •Break boundaries
- •Build skills
- •Make plans to instigate positive change

WHAT SKILLS ARE TAUGHT?

- •Communication
- •Listening/Self-expression
- •Acceptance of others
- •Self-control/Responsibility
- •Positive self-esteem
- •Refusal Skills
- •Dealing with stress
- •Goal setting
- •Planning

WHAT TYPE OF PLANNING?

- •Action Plans - Kids taking responsibility for positive changes on campus and in the community

WHAT CHANGES?

- •Campus clean-up program
- •Needy families program
- •Feed the teachers breakfast
- •Buddy system for new students
- •Teach skills to younger children
- •Peer Mediation on playground
- •Any problem

The Finishing Touches

Logistics

Set up school buses to take sixth graders to chosen site (if not being held at school).

Arrange chairs in semi-circular rows with an aisle in the center, or simply seat the children on the floor in semi-circular rows.

Set up easel.

- Large pad of paper
- Felt pens
- Masking tape

Have three places where the rotating workshops can be held during the training with approximately 1/3 of the students attending each workshop.

Materials to be used by students will be on their chairs when training begins. Copies for activities can be made from the reproducible section in the back of the manual.)

Students will bring sack lunches and drinks to the training.

Provide snacks for students during afternoon break.

You may wish to video tape the event or take slides and pictures.

T-shirts and certificates can be handed out at the end of the training. (optional)

SECTION III:

THE TRAINING:

Launching Your Program With CHAMPS Day

CHAMPS Game Plan Overview

The training design for CHAMPS training serves as our game plan. All the activities for a successful CHAMPS training are included with the order in which they are most effectively executed. Every training will take on some of the personality of the group of students involved, as well as that of those conducting the training. Nonetheless, the activities in the CHAMPS training design will work for you and your group because they are fun to do and have been successfully used with youth across the United States.

Everything you need to know to conduct an effective CHAMPS training event is included in this manual. Feel free to make changes as you see fit. Get as creative as you like, or stick strictly to the plan as it is set. We know you'll be as successful as hundreds of other CHAMPS teams have been already.

CHAMPS Game Plan Design

Spirit Meeting
8:30 - 9:00

Welcome
First Challenge
Introductions
CHAMPS - Name and Significance
CHAMPS Controls
CHAMPS Cheers and Challenges
CHAMPS Peer Pressure Challenge

CHAMPS Meet CHAMPS
9:00 - 10:00

CHAMPS Bingo
CHAMPS in the Ring

Break
10:00 - 10:10

CHAMPSkills
10:15 - 11:00 - Session I
11:05 - 11:50 - Session II

Introduction to Champion Skills
Rotating groups (3) - approximately 45 minutes each

Lunch
11:50 - 1230

CHAMPSkills
12:30 - 1:00 - Session III

CHAMPS Teams
1:15 - 2:30

CHAMProductions
CHAMPlanning

Victory Celebration
2:30 - 3:00

Review of Skills
"I Learned... Statements
CHAMPS Make Commitments
Presentation of T-Shirts and /or Certificates
Evaluation of the Day

Note: Adjust times as necessary to meet your school day time frame.

CHAMPS Spirit Meeting

Spirit Meeting

Spirit Meeting Opening Activities

The initial "Spirit Meeting" sets the tone for the rest of the "CHAMPS" training. It is important that a balanced atmosphere of high behavioral expectations and fun be achieved through the following seven activities. Time estimates may vary slightly, but 30 minutes is the framework within which to complete the spirit meeting.

Welcome (time estimate: three minutes)

- Often done by school principal, superintendent, or school board member.

Points to include:

- Everyone is a leader, a Champion.
- Must begin by becoming a Champion of myself.
- School is pleased to offer this opportunity to the "Leaders of the School", those students who the younger grades look up to.
- Today will be both fun and challenging.

First Challenge: To suspend judgements about self and others. Allow all students to become part of the _____School CHAMPS team.

- Ask students: "Are you willing to do that?"
  -Encourage a loud and enthusiastic response.
- Repeat: "Are you willing to become one CHAMPS team?
  -Encourage students to shout a loud "Yes!"
- Ask students to give themselves a hand for their positive start.

Introductions: (time estimate: three minutes)

- Each member of the CHAMPS presentation team and any selected invited guest briefly introduce themselves with their name and one reason they are excited about the students, the day, or the overall CHAMPS philosophy.

CHAMPS Name and Significance

Write on a newsprint pad and post it in front of the room:

CHAMPS
Have
And
Model
Positive Peer
Skills

- Introduce CHAMPS by asking if anyone knows what CHAMPS means. Call on someone who does.
- Ask all the students to join in calling out the acronym for CHAMPS as you point to each word.
- Do this two to three times, then flip sign out of sight and ask students to chant what CHAMPS means one more time.

- Ask for one to two students who think they know the significance of CHAMPS to:
  - -Stand
  - -State their name
  - -State significance of CHAMPS
- Applaud each one.
- Ask the classmates of the successful CHAMP to stand.
- Applaud the whole class for supporting CHAMP behavior with their peers.

CHAMPS Controls

Introduce CHAMPS controls as a way to begin showing leadership by first leading yourself. State that " You can't lead others until you can lead yourself."

State that: "The only person in this world that you truly have control over is yourself, and you are the only one who has control and responsibility for yourself.

Teach: The "Control of Myself" signal - **ONE** raised forefinger represents the silent statement that I am in control of me, and invites others to take control of themselves.

Ask that: Anytime someone sees a raised "Control of Myself" signal that they raise theirs as quickly as possible.

Also ask that: Anytime someone notices the group needing to control itself, that they be first to initiate the ripple of raised forefingers by using the signal that says "I am in control of my behavior. Take control of yours."

Teach another CHAMPS control by saying: "If you want to have fun today, show me by clapping and cheering."

While they are noisy, shout "If you can hear me . . . **clap once**!" Someone will clap and the group will begin to quiet. State loudly without shouting, "If you can hear me, **clap twice**." The whole group will clap twice and fall silent. State that when they hear this signal, they know exactly what to do. There will be times for the group to be loud, but this signal means "Now it is time to listen for new directions."

Practice this "CHAMPS Control" one more time with the group. Kids like it. It's fun!

CHAMPS Cheers and Challenges

CHAMPS Cheers

Kids love to get rowdy, so channeling this energy positively is important. CHAMPS cheers and challenges does this and once established, can be used throughout your peer leadership training.

Through call and response technique, call out (name of elementary school) CHAMPS are Number _____. Kids will shout, **One**! Example: Harrison CHAMPS are Number _____! Call out and wait for response three times. If there is more than one school in training together, make it into a friendly competition by calling out to each group in turn.

CHAMPS Challenges

Name Challenge

One of the goals of the CHAMPS Elementary Peer Leadership Program is teamwork. That is, taking a group of separate individuals, and helping them to appreciate their similarities and respect their differences. Upper elementary age students often exaggerate their differences and show little respect when they break into cliques and engage in "put-downs." One way to begin putting all kids on a more equal and accepting basis is through a CHAMPS activity known as the "Name Challenge." Ask students "Is there anyone in the group who believes they could name everyone in the CHAMPS training including all students and adults?" Ask "Is there anyone who thinks they could name almost everyone?"

Select one student to set the benchmark for the Name Challenge by standing in front of the group and naming as many students correctly by first name as possible. Post the number prominently and challenge the group to break the record by meeting others, asking their names and introducing themselves to other students. Encourage them to meet as many new people as possible during the days activities, to ask each other their names during breaks, and to get to know people beyond the friends they already know. Give others an opportunity during the day to break the record and name every CHAMPS student. Time constraints will allow a probable total of no more than three or four name challengers, so select students who seem to be making a sincere and concerted effort to learn the names of everyone at the training.

CHAMPS Peer Pressure Challenge

Another negative behavior that many children, even many well-behaved children become involved with, is talking while others are speaking. CHAMPS philosophy is that peer pressure can be used for positive means just as powerfully as for negative. In the peer pressure challenge students are asked to respond to the challenge of total silence for a period of 30 seconds. This time period can be lengthened during the day as students are judged to be ready. Total silence is explained to mean complete absence of noise, voices or movement. Each individual is responsible for his or her own behavior. The group is timed and given a "go" signal and stopped at 30 seconds unless they stop themselves before that. The challenge is to see how high they can get the number of seconds under complete control. The message is given that no one can "make" you do something. It is up to each of us to contribute to our peer group in a positive way.

CHAMPS Meet CHAMPS

CHAMPS Bingo

Reproduce enough copies of CHAMPS Bingo for each CHAMP to have one. Consider changing some of the categories to fit your particular group of students. Tell them: You will have about five minutes to get as many different signatures as possible of CHAMPS who fit each of the categories in CHAMPS Bingo. You may only have each person sign one category and you must ask each CHAMP you approach if they fit that particular category. For example, "Do you have five or more pets?" (They may not hand their Bingo sheet to a friend to sign wherever they fit.) They must ask the questions.

Ask that: The first three CHAMPS who have a signature in **all** the boxes must come to me and show me their completed Bingo sheet.

Have prizes ready and present them with fanfare and applause. (Candy bars, T-shirts, funny buttons, etc.)

If time permits, go through the CHAMPS Bingo sheet asking those who fit in each category to stand or raise their hand. Consider having several CHAMPS tell about their accomplishment or descriptive quality (i.e., "I have two dogs, three cats, and 12 fish.)

Find someone who:

Has 3 or more pets	Can name all 7 dwarfs	Can do a back flip	Has met someone famous (who was it?)
Laughs a lot	Was born outside this state	Reads the newspaper	Can say their first and last name backwards
Wants to be famous	Plays the piano	Has been on a championship team (or has won a championship themselves)	Has been on the Honor Roll
Has 3 or more brothers or sisters	Has done 100 sit-ups	Bakes great brownies	Is a good artist

CHAMPS Bingo

Developing Your Own Unique CHAMPS Bingo

This sample was done by Sandy Archer, School Nurse at Mission Manor Elementary School in Tucson, Arizona. Sandy was interested in seeing that some of the unique qualities of other sixth graders, who would be trained as CHAMPS, were included in the Bingo activity. This is also an opportunity to include something that is special about a student who perhaps is seldom recognized by their peers.

Dear Student,

I'm working on a project and I need your help.

Please write something on the bottom of this page that most people don't know about you. Keep your statement a secret from your classmates.

Example: Most people don't know that when I was nine years old I won a TV for my parents.

Thank you,

Mrs. Archer

CHAMPS In The Ring

Time Estimate: 40 minutes

Tell the group that you would like them to take a risk and get to know some people they don't already know well.

Ask them to form into groups of eight, bringing their chairs together into tight circles.

Have one adult join each group, having already been given a copy of *CHAMPS In The Ring.*

Adults are to read the instructions to the group and ask each question being sure to model good answers by including their own response.

(Go to *CHAMPS In The Ring* instructions.)

After *CHAMPS Thoughts About Me*, direct group to go on to *Champs Thoughts About Others.*

Time estimate breakdown:

Activity introduction	3 minutes
Break into groups	3 minutes
Detailed directions	3 minutes
CHAMPS Thoughts About Me	12-15 minutes
CHAMPS Thoughts About Others	8 minutes
CHAMPS Pop-Ups	8 minutes

CHAMPS In The Ring

Instructions to the Group:

1. We are going to engage in an activity that will help us to learn more about each other.

2. Sit as closely to the people on either side of you as is comfortably possible. Make a tight circle.

3. I will ask the questions. Each person is encouraged to answer all questions. Short answers are fine.

4. If you are not ready to answer, say "pass", and I will come back to you.

5. You may answer the same way that someone else answered, so long as that was your first, honest answer.

6. While each person is answering, watch that person closely; you can learn a great deal by the look on the face, the movement of the hands, the turn of the head, and by what they do NOT say.

7. We are concerned with learning more about each other. We are here to listen. We are not here to judge. This is important. Do not question any answer. We are not even here to discuss.

8. We are here to look for the person in each of us. Too often in life we have been so busy with **things** that we care about that we have never listened to all the **hearts** that are beating around us.

9. As each person responds, collect those answers in your head - develop an image of each person.

10. Once more the key word is **listen . . . listen . . .listen**.

11. If we do this maybe a few of the boundaries will come down. We will learn from each other, things that we have never known before.

CHAMPS Thoughts About Me

1. My favorite food is . . .
2. My best sport is . . .
3. A T.V. show I really like is . . .
4. The breakfast cereal that best describes my personality is...
5. My all-time favorite movie was . . .
6. My idea of a good friend is someone who . . .
7. The best day of my life was when . . .
8. The thing I like most about my family is . . .
9. The best part about being a boy/girl is . . .
10. A person whom I admire is . . .
11. One thing I am proud of is . . .
12. One goal I want to achieve is . . .
13. What means more to me than anything else is . . .

CHAMPS Thoughts About Others

1. A person or persons in this group whom I learned a lot about was . . .

2. A person or persons in this group who I'd like to get to know better was . . .

3. A person or persons in this group who really seemed to listen well was . . .

4. A person in this group who really seems to enjoy life was . . .

5. A person in the group who seemed a lot like me was . . .

CHAMPS Pop-Ups

Conclude the activity with *CHAMPS Pop-Ups*. These are random statements from students finishing the sentences "I learned . . ., I noticed . . ., or I felt . . ." Encourage statements about people in general rather than information about individuals, (i.e., "I learned that I have a lot in common with people I didn't know," rather than, "I learned that Sam likes bananas."

CHAMPS Skills

Purpose of Workshops

The purpose of the three rotating workshops is to break into smaller groups and encourage more interaction amongst peers while developing:

- Positive Self-Esteem
- Refusal Skills
- Capabilities For Dealing With Stress

Further, the purpose of the workshops is to convey a clear message that alcohol and other drugs are dangerous and are not to be used by minor children.

STUDENT GROUPINGS

One idea for structuring the make-up of student groupings for the rotating workshops came from Karen Rykhus at Lapeer Elementary School in Lapeer, Michigan.

Students can be grouped into sections A, B, C, D, E, and F.

	1st session	2nd session	3rd session
- CHAMPS Polish Their Mirrors Workshop	AB	CE	DF
- CHAMPS Learn to Cool It Workshop	CD	AF	EB
- CHAMPS Challenge Peer Pressure	EF	DB	AC

In this way the student groups mix for each workshop.

Overview of Workshops

TABLE OF CONTENTS

The workshops are organized by 5-10 minute segments which can be easily shared by staff members or parent facilitators.

A. CHAMPS POLISH THEIR MIRRORS

1. Energizer (select one activity from back of this manual)
2. Mini-teach Attention Theory.
3. CHAMP or Chump story.
4. Four Rules of Positive Attention.
5. "Accentuate the Positive" Acitivty
6. "Backstrokes" Activity.

B. CHAMPS LEARN TO "COOL IT"

1. Conduct Pressure "It" game.
2. Conduct "All About Stress."
3. Relaxation Training (optional)
4. Teach and demonstrate "Setting Up For Success".
5. Laughter Practice
6. "I learned . . ." Activity

C. CHAMPS CHALLENGE PEER PRESSURE

1. Read and discuss Iron Eyes Cody Story.
2. Introduce "Call and Response".
3. Use "Call and Response" to teach 5 C's.
4. Use "Call and Response" to teach Step I to Challenge Peer Pressure and get students to repeat back.
5. Use "Call and Response" to teach Steps II & III and get students to repeat back.
6. Use "Call and Response" to teach Steps IV & V with repeats.
7. Conduct practice demonstrations through repetition, role play, and students sharing in front of the group.
8. Conduct role play situations.

CHAMPS Polish Their Mirrors Workshop

ENERGIZER

Approximate Time: 5 Minutes

Begin "CHAMPS Polish Their Mirrors" with an Energizer Activity to emphasize group involvement and initiate an exciting atmosphere.

Energizers can be found at the end of this manual in a section labeled ENERGIZERS. These activities and many others like them can be utilized throughout CHAMPS Day to continue a spirit of enthusiasm and high energy.

Draw upon you own resources as well, and you'll find your energy will also soar. You might even try some with the faculty!

Attention Theory

Approximate Time: 10 Minutes

Introduce the concept of Attention Theory to the students by explaining the following four points. Attention is defined as a unit of recognition of one person by another. This can include a smile, a hug, a kick or a verbal put down. All are units of recognition. You may want to illustrate each of these with different students. (Kick gently!)

1. **Literally, you need attention in order to survive.** Just as you need food, water, air and shelter for survival, you must have attention.

2. **Either positive or negative attention will ensure survival.** This was graphically demonstrated in an orphanage in Germany after World War II. There were three wards of young children, ages six and under, in a converted hospital. Ward A was the original children's section of the hospital. The children were cared for by people accustomed to working with children. They were fed, changed, played with, and cared for, in a loving way. Ward B children were treated differently. Although they were also adequately fed and changed they were treated roughly, harshly and abruptly. Ward C was overpopulated. The ward was greatly understaffed. Although the children were cared for adequately physically, that is, they were fed and changed, they were primarily left alone in their cribs or playpens for the majority of the time. Two of the ward's children developed properly. They went through the proper creeping, crawling and walking stages. They gained weight normally and language development occurred. One of the wards did not show normal development. The young infants lost their sucking instinct and had to be force fed. Many of the children failed to advance in their developmental stages. Language was delayed. Some of the children developed a curvature or weakening of the spine. A few of the children actually died without apparent cause. Wards A and B were the groups that did just fine. It was the Ward C children that developed all of the problems. It didn't matter whether the attention was positive or negative. It was Ward C with no attention that suffered

3. **Negative attention is easier to get than positive attention.**
In our society when you ask for positive attention, either directly or by doing an appropriate behavior, your chances of getting it are about five times out of ten. On the other hand, when you ask for negative attention (almost always by demonstrating inappropriate behavior) you are likely to receive it nine times out of ten.

4. **We each make an early, subconscious life decision** (generally before the age of 5 or 6) regarding the type of attention we will try to receive (positive or negative). We expect to receive and feel comfortable receiving. This life decision is based on how we are treated during our infancy and early childhood. Some of us begin to expect negative attention, feel comfortable with it, and become experts at asking for it. We almost refuse to accept or

believe positive attention when it is offered. At the other end of the continuum is the person who believes they deserve positive attention, feel comfortable with and know how to behave to get it. These life decisions can be remade later, but the older you become the more difficult it is to remake an early life decision.

Four Rules of Positive Attention

Approximate Time: 5-8 Minutes

In our society we treat positive attention as a rare commodity which must be guarded carefully. To this end we subtly teach these four rules to restrict the sharing of positive attention. By systematically breaking these four rules we can increase the amount of positive attention in our life.

1. **Do not give positive attention.** All of us have positive attention to give - a compliment, a smile, a hug, the time to listen, but we often withhold positive attention. We feel we don't have the time, or that the other person might feel embarrassed, or think we want something. We may also feel that others don't need positive attention. Be aware of the positive attention you have to give and then break this rule and give it.

2. **Do not accept positive attention.** To break this rule, begin to accept positive attention from others without putting yourself down or without feeling an obligation to "give some back". Simply allow the positive attention to soak in and say "thank you" if you must.

3. **Don't give yourself positive attention.** All of us do a pretty good job of putting ourselves down - "How could I have been so stupid?" "Boy, did I blow it!" We aren't so good at giving ourselves pats on the back. Remember, you're the only person you can count on to be there 100% of the time. Take time each day to give yourself some positive attention.

4. **Don't ask for positive attention.** This rule often surfaces in close or intimate relationships. We often say, "If I have to ask you, it won't be the same." We need to realize that, it may not be the same, but it isn't bad. Too often we make the erroneous assumptions that people we care about should be able to "read our minds" and know what we want. Therefore, we don't ask and often don't get what we want and need. Break this rule regularly in your relationship and you will be amazed at how easily you can often get what you want.

Note: Write each of these rules on newsprint, then mark a hugh "X" through them and discuss how we **must learn to break away from such a system.** Then we can develop positive images of ourselves and others.

CHAMPS or CHUMP Story

Approximate Time: 5 Minutes

CHAMP or Chump?

The CHAMP or CHUMP story is based on the idea that all children feel like a CHAMP until the important people in their life treat them in ways which make them feel less like a CHAMP and more like a CHUMP. As each incident that makes the child in the story feel less like a CHAMP occurs, a paper trophy with the word, CHAMP on it is crumpled until only a small wadded up mess is left.

Think of a child named Chris who gets up in the morning with a big CHAMP trophy right next to the bed. The first experience is father's voice saying, "Get out of bed, lazy bones, or you'll never amount to anything." He goes on to say, "Why can't you make good grades in school like your sister does?" Chris gets out of bed, comes downstairs and says to mother, "What's for breakfast, Mother?" "Eat what I put in front of you and don't ask questions" is the reply.

Still feeling pretty good, Chris walks out the door and down to the bus stop. As usual, a group of children is gathered together waiting for the bus. One of the boys walks up behind Chris and bangs the books out of Chris' hands. The homework goes flying across the street. Arriving at school the first thing the teacher says is, "This morning we are going to have a spelling test, boys and girls." Our hero feels pretty good about the spelling test because of studying the spelling words very carefully the night before. On the first word the pencil lead breaks. Chris turns to the little girl sitting in the next seat and says, "May I borrow one of your pencils?" Just then the teacher turns and says, "Chris, I heard you talking during the test. You'll have to take a zero."

Later on the children line up to go out for recess. The children get outside and are all gathered together on the playing field. Two children have been selected to choose up sides for a kick ball game. Our hero again is right in there saying, "Pick me, pick me." When they get to the last person, the captain of one team turns to the other one and says, "Oh, you take Chris, I don't want anyone who can't kick very well."

Finally it's time to go home, and Chris arrives there to a note from his Mom that says, "Chris I had to go out. Stay inside the house until I get home." Chris sits down in the empty house and waits. After Mom gets home and they eat dinner, Chris says, "Mom, I've had a terrible day. Could I please talk to you?" Mom replies, "I'm sorry Chris, I have to go to a meeting now."

So Chris goes to bed with just enough of the wadded up CHAMP sign to cover a gravy stain on the pajamas.

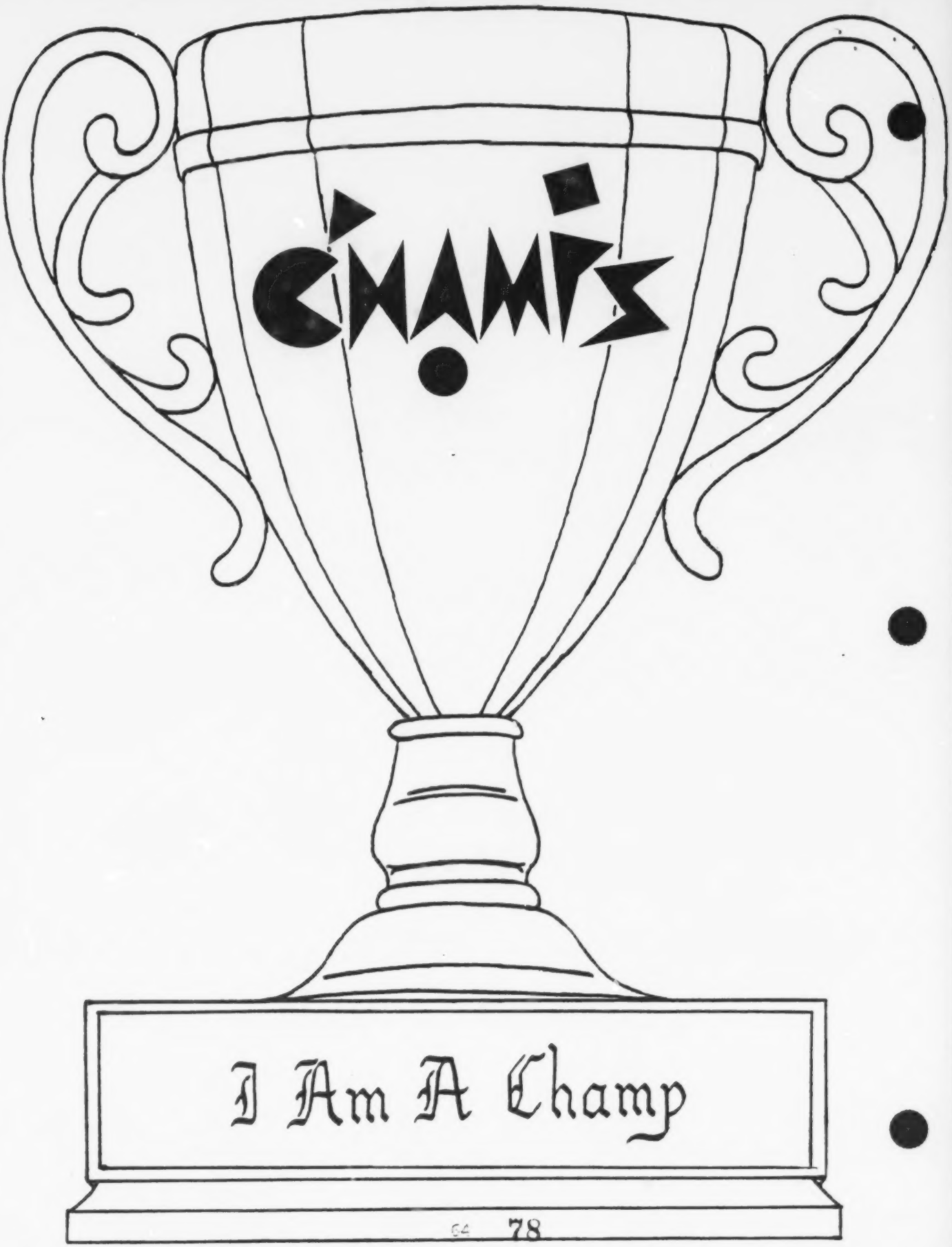
The next morning, Chris wakes up and once again, as always, there is a CHAMP trophy next to the bed. But this morning, it is already dented and scuffed. Some of the marks on the trophy are deeply embedded.

Process Questions:

1. Have you ever felt like Chris?
2. Have you ever helped someone else to feel more like a CHUMP than a CHAMP?
3. How did you feel then?
4. What behaviors do you want to change so that the most important people in your life, your friends and family, feel like CHAMPS when they are around you?

***NOTE:** The emphasis is placed on **taking** responsibility, not on how baldly others "make" me feel.

Utilize Process Questions as time allows. One large group discussion, or several small groups work equally well.


CHAMPS
I Am A Champ

Accentuate The Positive Activity

Approximate Time: 8-10 Minutes

PURPOSE:

To build confidence in individuals by structuring an experience where they must think of positive qualities they possess, and state them out loud to another person.

1. Have members pair up with someone they do not know well.

2. Ask them to take one minute to think of their positive qualities and to begin to share with their partner:
   a. Two personality traits.
   b. Two talents or skills.
   c. Two physical characteristics they like in themselves.

3. Ask them to take five minutes to really listen to their partner's positive qualities.

4. Share feelings after the exercise is completed.

Backstrokes

Approximate Time: 10 Minutes

Purpose:

To provide a safe way to give and receive positive attention and thus build a more positive self-image.

1. Provide each participant with the Backstrokes sheet found in the reproducible section, a piece of yarn, and pen or pencil. Each Backstrokes sheet should be pre-punched with two holes.

2. Have all participants run yarn through holes, tie, and hang around their necks after writing their first name in large letters in the middle of the Backstrokes sheet.

3. Instruct the group that they may have time to wander around writing positive statements on the backs of the people in the group. Clarify that it is not necessary that they know the person. They may comment on an impression which that person has made on them, or on a positive physical characteristic.

4. Allow as much time as possible or as long as interest is maintained.

CHAMPS Learn To "Cool It" Workshop

Pressure "It" Game

Approximate Time: 10 Minutes

1. Think of a pressure situation that could be typical of a sixth grade student, including the different people in his/her life who add to the pressure, i.e. mother, father, teacher, friend, coach, brother or sister.

2. Identify volunteer to "get pressured." Seat volunteer in chair in front of group.

3. Identify six other volunteers to play roles. Describe each role to volunteers and to group. Place each of these volunteers standing and behind person getting pressured. Number each volunteer 1-6. Explain that as you call each number you want that volunteer to begin pressuring "it." They do this by playing their role, i.e., Mother says, "I got a call from the school today and they said you were ditching." Coach, "You should be my best player, but you don't practice enough."

4. Call numbers 1-6. Let each interact with "it" for about 10 seconds.

5. Then call 2-3 numbers together so they pressure "it" simultaneously. Do this for about 20 seconds each.

6. Call all six numbers simultaneously. Allow them to role play for about 15-20 seconds.

7. Stop and process:
   a. How does "it" feel?
      Emotionally?
      Physically?
   b. Does anyone else feel the stress too?
   c. Can stress spread from one person to others?
   d. Has this ever happened to them?

8. Realizing that this activity is only a role play, it can still be a stressful experience for the volunteers. It is very important that you conclude the activity with a **strength bombardment** exercise and have the students say all the positive things they can about your volunteer.

All About Stress

Approximate Time: 5-7 Minutes

1. Define stress as a "bodily reaction to a situation or action, often based on personal perceptions." Stress can be from good or bad causes. All stress is **not** distress.

2. Have group brainstorm their sources of stress. Where does their stress come from? What situations?

   Take 1-1 1/2 minutes to write responses on newsprint or blackboard.

3. Have group brainstorm how their body reacts to stress, i.e., headache, sweaty palms, stomach ache, etc.

   Take 1-1 1/2 minutes to write responses on newsprint or blackboard.

4. Brainstorm methods of handling stress. (One minute)
   i.e., talk it out, take a walk, write a letter, take a hot bath, go for a run, pray.

Setting Up For Success

Approximate Time: 5-8 Minutes

1. Tell group that setting up is a quick way to release stress and gain a positive sense of control.

2. Discuss how athletes operate from a "set" position: examples - free throw set-up in basketball; three point stance in football, forehand position - tennis, etc.

3. Show set-up position, i.e. feet properly planted, shoulder width apart, weight evenly distributed, knees slightly bent, back straight, eyes forward, breath even and slow.

4. Show un-set position.

5. Ask which position looks steadier and which one looks like it could be more easily thrown off balance.

6. Demonstrate.

7. Ask them to pair up and **gently** try demonstration.

8. Encourage them to get set every time they begin to feel stress; i.e., before a test, when someone starts an argument or when they are about to begin a sporting event.

Laughter Practice

Approximate Time: 10-15 Minutes

"Laughing is like internally jogging"

1. Laughter tape. Ask for one at the store or make your own by getting a blank cassette tape, and get a group of kids together. Tell the kids you're going to make a laughter tape and start laughing. Play this at the CHAMPS Day for just a few minutes and see what happens.

2. Play "HA!" If you have space, kids love to play "HA!" "HA!" is played by laying on the ground in a chain. Each person's head rests on another's belly. Once everyone is in position, one person says, "HA!" The next person says, "HA-HA", and the third says "HA-HA-HA". This continues until everyone is laughing harder and feeling better!

3. Discuss how laughter can make a difference in attitude and behavior.
   a. Laughter is stress reduction.
   b. Stress is not an event - it's a choice.
   c. Will I look back and laugh?
   d. You will find a more creative solution.

4. Finding your Funny Bone (optional)
   The following questions can be done as group discussions or as an independent activity.
   a. Who's your favorite comedian? Why?
   b. What is your favorite television comedy show or cartoon?
   c. What is the funniest looking animal you've ever seen?
   d. What makes you chuckle on the inside?

5. Tell a silly story or favorite joke
   "Lose control of your muscles, gain control of your life."

Relaxation Training
(Optional Activity)

Approximate Time: 10-15 Minutes

1. Tell group that you are going to teach them another way to reduce stress called relaxation training.

2. Ask group to get comfortable lying on the floor or sitting in chairs. Encourage as many as possible to lie down on floor.

3. Have them close their eyes and take a deep breath.

4. Begin with feet. Have them tighten and hold for ten seconds, then relax. Move to legs, lower torso, belly, chest, shoulders, arms, hands, neck and face.

5. Ask group to visualize a warm wave of relaxation washing down from the tops of their heads to their toes, taking away any remaining tension.

6. Ask group to inhale slowly and deeply; hold and exhale completely. Do this 2-3 times.

7. Play some relaxing music such as soft instrumental or environmental sounds during the exercise.

* Note: This is an optional activity.

Relaxation Training

Close your eyes . . . inhale deeply . . .breath out slowly . . .continue to breath in and out at a slow even pace. With each breath, become more relaxed. Inhale . . .exhale. Picture a bright red, round balloon. The balloon is right in front of you. You can see it big and fat and shiny with a white string dangling from it. You think it is the nicest, fullest, round balloon you've ever seen. The balloon begins to slowly drift upward. You are watching as it slowly, slowly moves upward. You feel a little lighter as the balloon lifts. You feel more and more relaxed as the balloon goes higher. Continue to breath slowly . . .and deeply . . .you watch as the balloon goes higher and higher until it becomes much smaller. The bright red balloon continues to get smaller and smaller until finally it is just a speck and then it disappears. You are very relaxed now. Imagine now that you are like a balloon lifting up into the air. You slowly, slowly drift upward feeling light and very comfortable. You look around and see things below you. You start to move forward, floating along in the air, very slowly, very comfortably. You float along until finally you are just above the most relaxing and pleasant place in the world. You begin to come down into this favorite spot. Slowly you descent until finally you are resting right there in the most wonderful, happy place . . . you look around and take it all in . . .you see the colors and hear the sounds of this pleasant place. You see all that there is to see . . .and just enjoy being there. You quietly absorb all the joy and comfort that is available to you in this spot. You know that you will leave again, but will always be able to return here. It is almost time to leave, but you take in all that is here of comfort and peacefulness once more before you go. Smiling, you make ready to leave, knowing that you can always return. You begin to lift up once again, feeling light and relaxed. You lift higher and begin now to move slowly forward. Very relaxed. Very content. You float along until you are finally back home. Looking down, you see the familiar things you always see. You begin to come down, descending, returning back more peaceful . . . more content. . . .more able to handle anything. You breathe in . . .breathe out . . .slowly. Each time you inhale and exhale you remember how comfortable and relaxed you feel. You are almost ready to open your eyes. Very slowly, as I count down from 5 to 1, begin to move your body, just a little at a time 5 . . .4 . . .3 . . .2 . . .and 1.

Process Questions for Relaxation Training

1. Where did you go to your peaceful place?
2. How did it feel?
3. How might you use this experience to relieve stress in the future?
4. When might you most likely use this idea to help you?
5. Make a silent commitment to use this thought and technique at times of difficulty.

"I Learned . . ." Activity

Approximate Time: 5 Minutes

1. Ask group to respond to the sentence stem **"I learned . .**

2. As time allows, take a few **"I learned"** statements, or go all the way around the group.

CHAMPS Challenge Peer Pressure Workshop

CHAMPS CHALLENGE PEER PRESSURE

This workshop is one of the simplest and most fun set of CHAMPS activities to deliver because of the never fail response from students.

Spend some time putting each of the steps to CHAMPS Challenge Peer Pressure on large sheets of newsprint or poster board. Explain to the students that they will amaze themselves at what they will be able to do at the end of this workshop. Then, exposing only a little at a time, uncover steps of CHAMPS Challenge Peer Pressure, and ask kids to shout out responses as you point to them. This technique is known as "Call and Response" and is a very effective method for rote memorization, thus, useful for many other classroom lessons.

After each completed section, uncover the next poster board and ask the group to restate that and all preceding sections. Also allow one or two individuals to do the same. Ask them to stand. Require them to state their name, and encourage them constantly through your verbal praise and, more importantly, through peer applause. Keep it moving briskly. Do not allow this to drag.

By the end of all the sections, with repeated, but crisply moving "Calls and Responses", the group will be able to restate all the steps.

It is important to lead definitively, much as a strict choral director might do, in order for the students to stay on track and in unison.

At the conclusion, ask for a volunteer to do all the steps in front of the group. Prompt him/her adequately to be successful. Do not allow others to provide answers unless requested by you or the performing student, and applaud after each step to encourage the student. This will also give him/her a moment to collect their thoughts for the next step. Reward them with a prize at the completion of their task.

YOUTH: Follow Warning Signs
by Iron Eyes Cody

On film in Hollywood I have played many American Indian roles — the warrior, the medicine man, the chief wearing his double-tailed eagle headdress and smoking the pipe of peace.

And in a TV slot for the "Keep America Beautiful" campaign, I was an indian drifting alone in a canoe. As I saw how our waters were being polluted, a single tear rolled down my cheek, telling the whole story. All three versions of my public service "tear" commercial are still on TV after 17 years. But now I have another story to tell, an old legend, with a warning as potent as that tear.

Many years ago, Indian youths would go away in solitude to prepare for manhood. One such youth hiked into a beautiful valley, green with trees, bright with flowers. There he fasted. But on the third day, as he looked up at the surrounding mountains, he noticed one tall rugged peak, capped with dazzling snow.

I will test myself against that mountain, he thought. He put on his buffalo-hide shirt, threw his blanket over his shoulders and set off to climb the peak.

When he reached the top he stood on the rim of the world. He could see forever, and his heart swelled with pride. Then he heard a rustle at his feet, and looking down, he saw a snake. Before he could move, the snake spoke:

"I am about to die," said the snake. "It is too cold for me up here and I am freezing. There is no food and I am starving. Put me under your shirt and take me down to the valley."

"No," said the youth, "I am forewarned. You are a rattlesnake. If I pick you up, you will bite, and your bite will kill me."

"Not so," said the snake. "I will treat you differently. If you do this for me, you will be special. I will not harm you."

The youth resisted awhile, but this was a very persuasive snake with beautiful markings. At last the youth tucked it under his shirt and carried it down to the valley. There he laid it gently on the grass, when suddenly the snake coiled, rattled, and leapt, biting him on the leg.

"But you promised," cried the youth.

"You knew what I was when you picked me up," said the snake as it slithered away.

And now, wherever I go, I tell that story. I tell it especially to the young people of the nation who might be tempted by drugs. I want them to remember the words of the snake: **"You knew what I was when you picked me up."**

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Reading Iron Eyes Cody's story can be an effective way to introduce or follow-up this workshop with an emphasis on its analogy to drugs, another item which can be said, "We know what it is, when we pick it up".

Goals for Challenging Peer Pressure

1. HAVE FUN!

2. Stay out of trouble.

3. Keep your friends.

Remind students that they are beginning to learn how to avoid trouble with others when you teach The Goals for Challenging Peer Pressure. The technique of repetition is very important.

THE FIVE C'S

STEP ONE _ _ _ _ LOOK for **CLUES**

STEP TWO _ _ _ _ LOOK for **CONCERNS**

STEP THREE _ _ _ _ LOOK for **CONSEQUENCES**

STEP FOUR _ _ _ _ LOOK for **CHOICES**

STEP FIVE _ _ _ _ LOOK for **CRUISE**

Look For Clues

STEP I

1. **ASK QUESTIONS - When someone asks you to do something that causes you concern:**

   Who (IS GOING TO BE THERE?)

   What (ARE WE GOING TO BE DOING?)

   When (WILL WE GO / BE BACK?)

   Where (ARE WE GOING?)

   Why (WOULD YOU WANT TO DO THAT?)

   How (ARE WE GOING TO GET THERE?)

2. **THE THREE "D's"** - Think to yourself "Is it going to be:

   Dark

   Dangerous

   Or Deceitful?"

3. **Hot Phrases:** Look out for the pressure that may come from your friends and be ready to challenge:

   "Don't be a _____**(chicken)."**

   "We won't get _____**(caught)."**

   "Nobody will ever_____**(know)."**

Look For Concerns

STEP II

There are four types of concerns students need to consider when challenging Peer Pressure:

—**LEGAL** concerns. Simply say "That's against the law."

—**SCHOOL** concerns. Simply say "That's against school rules."

—**FAMILY** concerns. Simply say "That's against my family's rules."

—**INSIDE** concerns. Simply say "I have to do what I think is right."

REMEMBER....it is important to have students identify the concern out loud.

Look For Consequences

STEP III

I need to understand the consequences of my behaviors.

- The ultimate consequences of LEGAL concerns . . . Jail.

- The ultimate consequences of SCHOOL concerns . . . Suspension.

- The ultimate consequences of FAMILY concerns . . . Separation.

- The ultimate consequences of INSIDE concerns . . . Guilt.

REMEMBER . . . The technique of repetition is very important.

Looking For Choices

STEP IV

1. Go to different students and pose the question:

   "Instead of _____ we could _____."

   "Instead of _____ we could _____."

   "Instead of _____ we could _____."

2. Think of the first blank yourself. Fill it in with things you think a sixth grader could get asked to do that would get him or her into trouble.

   Example: Smoking cigarettes, picking on younger kids, shoplifting, throwing rocks at cars, taking money from someone's desk, treating another student unkindly, taking drugs, writing graffiti on walls, etc.

3. **Mention the importance of being able to think of new, fun, and interesting things to do. Discuss the importance of thinking of these things in advance so that you don't wind up doing something that you really don't want to do just because you couldn't think of anything better to do.**

Look To Cruise

STEP V

"Looking to Cruise" means getting away from a situation with your friends where you are feeling pressure to make wrong choices.

Sometimes you will have to make a choice to successfully challenge peer pressure.

Let your friends know that if they change their minds - they can contact you.
"**If you change your mind, I'll be** _____" (playing ball, riding my skateboard, making chocolate chip cookies).

Have participants practice this exercise. Ask for many volunteers to complete the sentence, "**If you change your mind, I'll be** _____."
This allows the students to hear a wide range of positive alternatives from that most influential of groups, their **PEERS.**

Summary of
Steps For Challenging Peer Pressure

Goals:

1. Have Fun
2. Stay Out of Trouble
3. Keep Your Friends

Five C's:

Look for CLUES
Look for CONCERNS
Look for CONSEQUENCE
Look for CHOICES
Look to CRUISE

Step I. Look For Clues

ASK QUESTIONS
- Who?
- When?
- Why?
- What?
- Where?
- How?

THE THREE "D's"
- Dark
- Dangerous
- Deceitful

Hot Phrases:
- "Don't be a _____ (chicken)."
- "We won't get _____ (caught)."
- "No one will ever _____ (know)."

Step II. Look For Concerns

Legal Concerns
School Concerns
Family Concerns
Inside Concerns

Step III. Look For Consequences

The Ultimate Consequences of Legal Concerns...JAIL!
The Ultimate Consequences of School Concerns...SUSPENSION!
The Ultimate Consequences of Family Concerns...SEPARATION!
The Ultimate Consequences of Inside Concerns...GUILT!

Step IV. Look For Choices

"Instead of_____, we could_____."

Step V. Look To "Cruise"

Get away from the situation and work at keeping your friendship. "Call me, I'll be_____."

"If you change your mind, I'll be_____."

Role Play
If Time Allows

1. Role Play One: Using another adult demonstrate the steps just taught by one person trying to pressure the other to do something that could cause them concern.

2. Role Play Two: Ask for a student volunteer to come forward and demonstrate with the trainer. The student will try to pressure the trainer while the trainer tries to challenge the peer pressure by using the steps just taught.

3. Role Play Three: Ask two students to volunteer to come forward. One will exert pressure, while one tries to resist using the correct steps.

4. Utilize non-participating students to become participants as "WHISPER COACHES". Ask them to help only the resistant student to remember the steps to CHAMPS Challenge Peer Pressure by whispering the next step and prompting the correct responses to peer pressure.

CHAMPlanning

CHAMPlanning Overview

CHAMPlanning is the focus of the CHAMPS Day.
This is the opportunity for students to become part of "the solution" to school and community problems.

Before CHAMPS Day, students and facilitators should be assigned to CHAMPS Teams. The process for this is outlined in Assigning CHAMPS Teams.

The first activity of CHAMPlanning on CHAMPS Day is CHAMProductions which is a team building activity for all teams. Once the activity has been explained, students will get into their teams with an adult facilitator to complete the CHAMProductions, learn how to do CHAMPlanning, and begin to plan for their team service project.

The following pages contain:

Prior to CHAMPS Day

Assigning CHAMPSTeams	Pg. 90
CHAMPS Team Selection Worksheet	Pg. 91
CHAMPS Team Selection (Sample)	Pg. 92-93

On CHAMPS Day

CHAMPSProductions	Pg. 94
KNOTS-an alternative to CHAMProductions	Pg. 95
How to do CHAMPlanning	Pg. 96
Team CHAMPlan	Pg. 97

Assigning CHAMPS Teams
(prior to CHAMPS Day)

It is valuable to assign CHAMPS Teams allowing students to choose their top 2 or 3 favorites. Simply spend a few minutes with each classroom, **prior to CHAMPS Day.**

1. Explain briefly that, CHAMPS Day is coming, and that they will all attend as LEADERS of their school.

2. Explain that as CHAMPS they will pick a leadership team on which to serve their school or community.

3. Give them some examples of the QUIKstarts, CHAMPS Team Ideas or CHAMPS Modules. You will need about one team for every 10 students.

4. Brainstorm and record student ideas about the positives of their school. Then brainstorm and record student ideas about projects or activities they can do to improve their school or community.

5. Distribute completed CHAMPS Team Selection form with added TEAM NAMES and DESCRIPTIONS as selected by CHAMPS Training Team.

6. Ask the students to fill in their 1st, 2nd and 3rd choices. (1st and 2nd choices may suffice, and will make it easier to assign students to CHAMPS Teams)

7. Assign students to CHAMPS Teams based on their top choices as much as possible with careful consideration also given to balancing:

    - boys and girls
    - talkers and quieter children
    - friendship groups (there may be some children you'd prefer to separate)

8. Inform students of team composition At CHAMPS Day rather than prior to CHAMPS Day to avoid student requests for change.

CHAMPS Team Selection Worksheet
(See Sample)

Place a 1, 2, and 3 beside your top choices of leadership teams on which you would like to serve. Every effort will be given (but cannot be promised) to place you on a team of your choice.

	Team Name	Description
____		
____		
____		
____		
____		
____		
____		
____		
____		

____ Other Student Initiated Action Plan(s) (name the team(s) as appropriate)

Team(s) which choose to select its own topic based on school or community needs and interests.

Topic: _____

CHAMPS Team Selection

SAMPLE

Place a 1, 2, and 3 beside your top choices of leadership teams on which you would like to serve. Every effort will be given (but cannot be promised) to place you on a team of your choice.

Team Name	Description
_____ The Birthday Team	This team designs a birthday certificate, announces and delivers them to all students and staff on their birthdays. They add other ideas for birthdays.
_____ Goal of the Week Team	The Goal of the Week Team picks something for the entire school to accomplish, announces progress, and rewards successes.
_____ HIV/AIDS Puppeteer Team	The Puppeteer Team prepares and performs puppet shows and follow-up activities for all the younger grades in the school.
_____ Environment Team	The Environment Team determines and carries out many ways to recycle, promote conservation, and save the environment.
_____ Peer Mediation Team	The Peer Mediation Team becomes trained as conflict managers to serve the student body on the playground or around campus to solve problems.
_____ Newsletter Team	The Newsletter Team actually writes and publishes and distributes a CHAMPS Newsletter to the entire school.
_____ CHAMPS Student Trainers (C.S.T.'s)	CHAMPS Student Trainers (C.S.T.'s) are a team or several teams of students who deliver CHAMPS lessons to younger students. C.S.T.'s may also serve as peer tutors, reading buddies, etc.

_____ Flag Patrol

The Flag Patrol is responsible for all activities associated with the flag, including raising and lowering, proper folding, flag ceremonies, and educating their peers about patriotism and flag etiquette.

_____ Library Police

The Library Police take responsibility for tracking down lost books and getting them back. They can assist the Media Specialist in other ways and can promote reading amongst their peers through book fairs, readathons or other ideas.

_____ Other Student Initiated Action Plan

A team which chooses to select its own topic based on school or community needs and interests.

Topic: _____

CHAMProductions

WHAT THEY ARE...

An opportunity to practice teaming skills in a fun way.

WHAT THEY DO...

Gets kids to work cooperatively to develop a plan, make decisions and present themselves publicly as a **TEAM.**

HOW TO DO IT...

In small group of 8-10, teams are given 10-15 minutes planning time to create and practice a CHAMProduction.

Guidelines --

1. Must include every member of the **TEAM.**
2. Must be related to ideas and concepts learned in CHAMPS Training.
3. Once practice time is completed, each team makes its presentation with lots of support and encouragement given from others.

Discussion Questions:

1. What did you learn working as a **TEAM**?
2. Was it harder or easier to make decisions as a **TEAM**? Why?
3. How can you be an individual and still be part of the **TEAM**?

KNOTS

This activity will serve as an alternate team-building activity for CHAMPS Teams. As many teams may participate as you like.

Knots is a game that gets people together by getting them apart. About a dozen players can tie on a good one.

To form the knot, stand in a circle, shoulder-to-shoulder, and place your hands in the center. Now everybody grab a couple of hands. If you ever want to get out of this, make sure that no one holds both hands with the same person or holds the hand of a person right next to them. It might take a bit of switching around to get the knot tied right. (If you have too much trouble getting this part together, you might want to quit before you try getting it apart!)

Now comes the true test. You'll probably notice that there are two basic approaches to untangling the knot. The Activists dive right into the problem--under, over, and through their teammates--hoping they'll hit upon the solution. Instead, they might well hit upon one of the Analysts, firmly rooted, hands locked in a dignified tableau, carefully surveying the situation before instructing each player precisely where to move and in what order.

Since you're all in the same tangle together, you'll have to come to some agreement as to which approach to follow. (Note: pivoting on your handholds without actually breaking your grip will add a lot of grace and eliminate the need for a chiropractor.) When a last the knot is unraveled (hurrah!) you will find yourselves in one large circle or, occasionally, two interconnected ones (amazing!)

Every once in a while an Analyst will discover the one tangle which prevents the knot from resolving itself. At this point, no other remedy being possible, an Activist can administer emergency "knot-aid" (a momentary break in hands) so you can get on to the next CHAMPS task.

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How To Do CHAMPlanning

Selecting Teams:

- Teams consist of 8-12 members
- Selected and organized prior to CHAMPS DAY
- Utilize QUIKstarts CHAMPS Team Ideas and CHAMPS Modules on pages 135-136 for developing teams relative to specific issues.

Team Facilitators:

- Each team will have an adult facilitator
- Facilitator may be school staff, parents, community representative, etc.

Team Facilitators Responsibilities:

- Build Trust in team
- Help with CHAMProductions
- Help Students to select a Team Name

CHAMPlanning Steps:

- Team Members discuss problems or project they have selected for CHAMPlanning.
- Complete CHAMPlanning form together - step by step, deciding on shared student responsibilities and approaches.
- All Team members sign the CHAMPlan.
- Set next meeting date, time, and place.
- When entire group is back in the large group setting, have students select one person who will share their teams plan with the group.

Team CHAMPlan

Name _____

Date _____

This is a team action plan. It can center around a school or community project. State your goal as it relates to your project. Explain how you are going to accomplish your goal. Set a date to evaluate your progress.

Goal _____

_____

_____

Steps we will take to reach our goal:

1. _____
2. _____
3. _____
4. _____
5. _____

We will know when we have reached our goal when: _____

_____

We wish to evaluate our progress and reach our goal by (date) _____

We are committed to this action plan.

Signature of each team member

_____

_____

_____

_____

_____

Victory Celebration

Victory Celebration
Review of Skills and I Learned . . . Activities

The Victory Celebration is the culminating activity of CHAMPS day. Its purpose is to summarize the learnings of the day, reinforce commitments to CHAMPS ideals, and acknowledging each of the students who accept these ideals as a CHAMP.

During the Victory Celebration, have students share the learnings in front of the group.

Suggestions to include in Review of Skills are:

- CHAMPS Challenge Peer Pressure Steps.
- Student who has learned names of everyone at the training.
- Student showing the CHAMPSigns
- Sharing of CHAMPlanning
  -Team
  -Individual

I Learned . . .

Conclude with student "Pop-Ups" by having several of them stand and state "I learned . . . and complete the sentence.

If parents are present for the last part of the training, the students can do a "Parent Performance."

Tee-Shirt Distribution

The Victory Celebration occurs at the end of the CHAMPS training day. At this time students will be presented with tee-shirts and certificates to give significance to the completion of their training. Students will be in semicircle rows and are directed at this time to stand (one row at a time) and proceed single file by a side or back table where the shirts have been placed. They are each handed a shirt and proceed behind the group to return to their original seat. When they have returned to their seats the second row will stand and proceed in the same manner...and so on until everyone has received their tee-shirt. Students are asked to **not** put on their tee-shirts until instructed to do so.

The students are then told by the CHAMPS trainer the significance of these tee-shirts and even though there is no magic in wearing them, they do represent them as CHAMPS. The other grade levels at school will be looking to them as **role models.**

On the count of **three** ask students to pull their tee-shirts on and celebrate with applause. Certificates can be handed out at the same time or at a later date during an assembly certificate presentation. The assembly certificate presentation is an opportunity for all the students at the school to see the presentations and look forward to the time when they become CHAMPS.

CHAMPS Day Student Survey

On a scale of 1-5 with a 5 being the most favorable, please vote the following sections of CHAMPS Training.

	1	2	3	4	5
Spirit Meeting					
Games and Energizers					
CHAMPS Challenge Peer Pressure Workshop					
CHAMPS Learn to Cool It Workshop					
CHAMPS Polish Their Mirrors Workshop					
CHAMProductions					
CHAMPlanning Groups					
Victory Celebration					

Please write your comments about the day:

Student Training Materials

During the one-day CHAMPS training, students will each receive a folder. The master sheets are contained in Section V of this manual and can be copied for each student folder. These will be used during the CHAMPS Training Day Activities.

- CHAMPS Training Design
- CHAMPS Bingo
- CHAMPS Challenge Peer Pressure
- CHAMPS Backstrokes
- CHAMPlanning - Team
- CHAMPS Notes
- CHAMPS Student Day Survey

Buttons, bumper stickers and pencils can be placed in the folders or handed out separately to the students during the CHAMPS Training Day. T-Shirts are presented to the CHAMPS during the victory celebration. Certificates can be presented at the end of the training, or at a special assembly at a later date.

SECTION IV

THE PROGRAM:

Sustaining Your Program
Throughout The Year

TEAM FACILITATOR INFORMATION

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CHAMPS AFTER CHAMPS DAY...

Program Overview

The CHAMPS Program, following the CHAMPS Day, consists of four components:

- CHAMPS Team Projects
- CHAMPS Team Time Activities
- CHAMPS Student Trainers
- Primary Peers

As you can see from the chart on the following page, the program methodology is thoroughly outlined and structured to continue the enthusiasm of CHAMPS Day.

During CHAMPS Day the team concept was started as students worked in groups to write CHAMPlans. They now are ready to carry out their CHAMPS Team Projects and become problem solvers in their schools and communities. CHAMPS Team Projects are selected from the QUIKstarts, CHAMPS Team Ideas, CHAMPS Student Trainers or Other Student Initiated Action Plans.

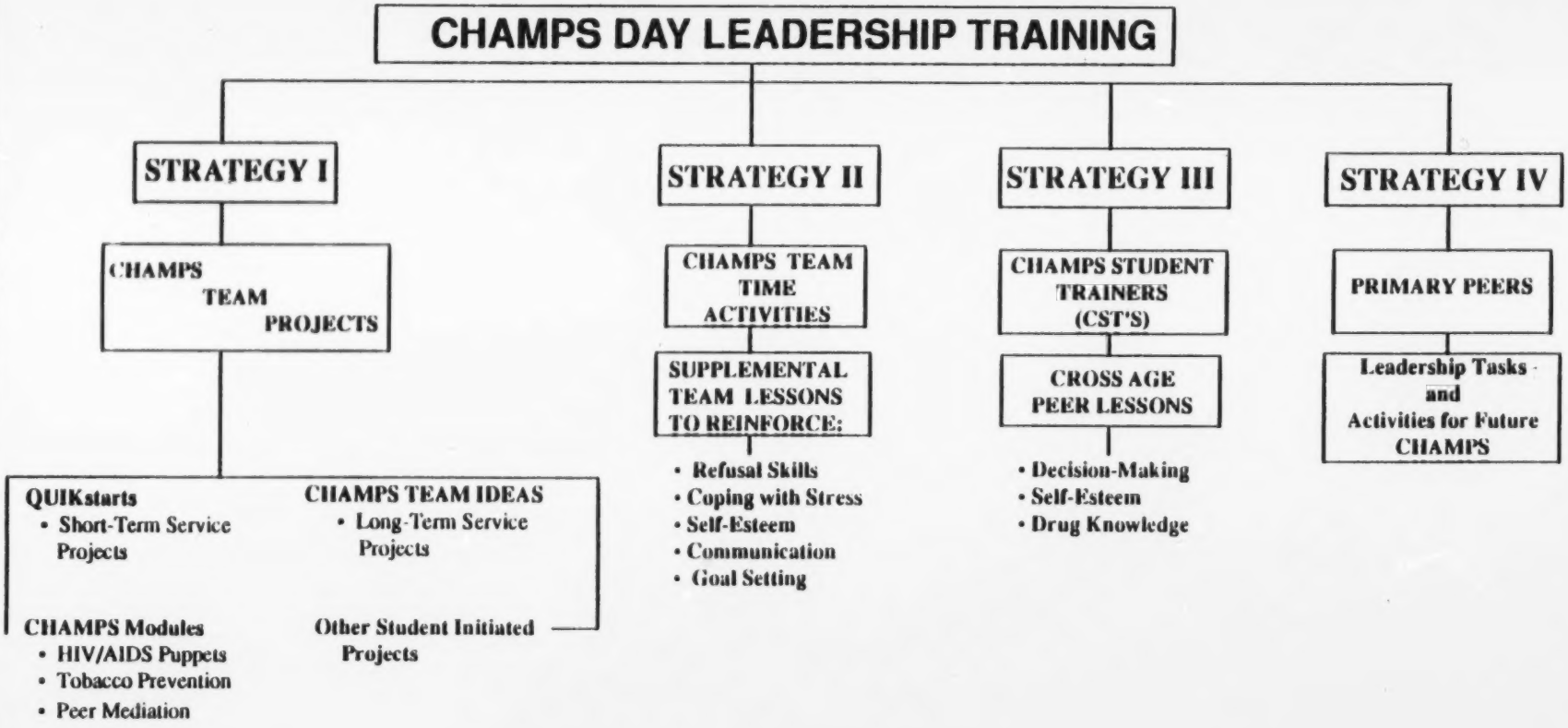
CHAMPS Team Time Activities are used alternately with the CHAMPS Team Projects during the CHAMPS Team Time. The lessons are planned and included here to be used on a regular or occasional basis to reinforce the CHAMPS Day concepts of self-esteem, refusal skills, coping with stress, and goal setting. Use the activities as they fit into the time frame of your CHAMPS Team Project.

The entire school receives the benefits of CHAMPS as the CHAMPS Student Trainers are selected and trained to teach the cross-age peer lessons. All the cross-age lessons are included also. They are easy and fun for older peers to teach to younger children.

Finally, Primary Peers brings you a way to train and work with the future CHAMPS. Primary students become peer leaders in their own classrooms and begin to experience leadership and responsibility.

In summary, all the pieces are here to make CHAMPS successful. CHAMPS Team Projects, CHAMPS Team Time Activities, CHAMPS Student Trainers, and Primary Peers all combine to help students learn responsibility and leadership by acting as responsible leaders. School climate becomes positive and working with young people is exciting and fun. Anything worthwhile takes time, but remember, the rewards are great. Students are becoming part of the solution rather than just part of the problem.

CHAMPS
Peer Leadership Program



CHAMPS Peer Leadership Program

RISK FACTOR * X	PROTECTIVE FACTOR ** x	PREVENTION SKILLS	INTRODUCTION	FOLLOW-UP	FOLLOW-UP	FOLLOW-UP	FOLLOW-UP
Early First Use and/or Friends Who Use Drugs	Caring Peers	Refusal Skills	CHAMPS Peer Leadership Training Day Major Workshop CHAMPS Challenge Peer Pressure	CHAMPS Team Projects	CHAMPS TIME Team Activities 9 Lessons	CHAMPS Student Trainers Cross-Age Peer Lessons 1st and 3rd Grade Lesson	• Primary Peers • Lend an Ear Listener
Family Management Problems	Social Competance	Communication Skills	CHAMPS Bingo CHAMPS In the Ring		2 Lessons	K-4 Lessons	• Coat Checker • Book Broker
Academic Failure/ Labelling Students as "High Risk"	High Expectations and Internal Locus of Control	Building Positive Self-Images	Major Workshop CHAMPS Polish Their Mirrors		3 Lessons	K-4 Lessons	• Patrotic Pal • Paper Pal
Favorable Attitudes Toward Drugs	Problem Solving Skills	Decision Making Skills	CHAMPlanning(Individual) Personal Commitments		3 Lessons	K-5 Lessons	• Equip. Editor • Pencil Pal
Alienation	Supportive Relationships	Team Building Activities		School and Community Projects		3rd Grade Lessons	• Comfort Caller • Table Topper
Rebellionsness	Autonomy Self-Discipline	Leadership Skills	Control of Myself Challenge CHAMPS Control Major Workshop-CHAMPS Learn to Cool It (Self-Responsibility)	School and Community Projects	1 Lesson		• Big Engine • Song Singer
Antisocial Behavior in Early Adolescence	Clearly Defined Norms about Non-Use	Ways to Change Behavior Correlated With Drug Abuse	Major Workshop CHAMPs Challenge Peer Pressure		9 Lessons	1st-4th Grade Lessons	• Handy Helper
Little Commitment to School	Pro-Social Development	Supplemental Alterative Activities	CHAMPlanning (Team)	School and Community Projects	6 Lessons	2nd Grade Lessons	• Messenger • Litter Leader
Lack of Social Bonding to Society	Youth Involvement in Community Service & Sense of Purpose	Involvement in the Community As A Whole		Community Projects			• Zookeeper • Sprout Sprinkler

* x "Childhood Predictiors and Prevention of Adolesent Substance Abuse" Hawkins, J.D., Lischner, D. M., Catalono, R.F. NIDA 1985

** "Fostering Resiliency in Kids: Protective factors in the Family, School and Community"
TOGETHER WE CAN Reduce the Risks", Jeanne Gibbs and Sherrin Bennett, Interactive Learning Systems, 1990

Role Of The CHAMPS Coordinator

It is important that one staff member (or two co-coordinators) be selected to oversee the activities of the CHAMPS Teams and Facilitators. This person does not take a team of students, but takes on the following responsibilities.

1. Runs off and distributes, to all team facilitators, the information which is contained in this section.

2. Collects Team Reports from Team Facilitators following their team meetings.

3. Meets with all Team Facilitators periodically (once every month or every other month) to talk over their team progress and needs.

4. Reports the progress of the teams to the entire school (or service organization) so they can appreciate the service the teams are providing.

5. Plans Special Events: Two or three times per year you may want to plan a special event for the trained CHAMPS. This event will help to regenerate enthusiasm and committment to their tasks. Following are some ideas to assist you with Special Events:
    a. Special Assemblies / Speakers
    b. Super Saturday, with parents or invited students.
    c. Awards and Recognition Presentation
    d. Pizza Party
    e. Skating Party
    f. All CHAMPS Assembly (Mid-Term), New Teams, New Team Plans
    g. CHAMPS Graduation - presentation of certificates. Students report what their teams have accomplished, perhaps awards for the outstanding team or outstanding CHAMPS.

6. Evaluate the program at your school. (See Section V: The Results)

Responsibilities of Team Facilitators

Youngsters do not learn to be leaders and take responsibility overnight. They learn by doing! It is important for the team facilitators to guide and support rather than control. It may be easier to "do it yourself", but in order for students to truly learn the life skills they need to survive in this world, they must be given the chance to participate. Your guidance and consistency will make the difference.

1. Work with your team on their CHAMPlan
   (CHAMPS Team Idea , QUIKstart, or CHAMPS Student Trainers)

2. Complete the Team Report Form after each meeting and return it to the CHAMPS Coordinator.

3. Utilize the Team Time Activities contained in your packet to further train your CHAMPS.

4. Plan occasional large group activities with the entire trained group of CHAMPS.

5. Communicate with entire school staff as to the activities of CHAMPS.

6. Evaluate the program at your school (see Section V: The Results)

TEAM PLANNING WORKSHEET III

CHAMPS Coordinator _____

1. Number of CHAMPS Students _____

2. Number of Facilitators Needed _____ to work with Student Teams.
3. Names of Facilitators:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

4. Meeting schedule - design schedule to meet approximately 2 times per month. Suggestions:
   - Set time for all teams once or twice per month. Every 3rd Friday afternoon from 2:00 - 2:45 p.m.
   - Every other Tuesday at times convenient for each facilitator. Every other Wednesday at lunch.
   - During homeroom time one morning per week. Consider other times.

5. Select CHAMPS Teams (enough strategies for approximately 10-12 students per group from Strategy One: QUIKstarts, CHAMPS Team Ideas, CHAMPS Student Trainers and CHAMPS Modules.)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

6. Match Facilitators to Strategies on Team Time Schedule. (Team Planning Worksheet IV)

TEAM TIME SCHEDULE

TEAM PLANNING WORKSHEET IV **(SEE SAMPLE)**

CHAMPS TEAMS	TEAM STRATEGY	FACILITATOR	MEETING TIME & PLACE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

TEAM TIME SCHEDULE (SAMPLE)

CHAMPS TEAMS	TEAM STRATEGY	FACILITATOR	MEETING TIME & PLACE
1. Trash Busters	CHAMPS Team Idea	Bobbi Pin	Rm. 10
2. Peer Tutors	CHAMPS Team Idea	Tommy Gunn	Rm. 12
3. HIV/AIDS Puppeteer Team	CHAMPS Module	Iva Payne	Rm. 10
4. Library Police	QUIKstart	Betty Boop	Rm. 14
5. Newspaper Team	CHAMPS Team Idea	John Dough	Rm. 14
6. Goal of the Week Team	QUIKstart	Chanda Lear	Cafeteria
7. Peer Mediation Team	CHAMPS Module	Doris Closed	Music Room
8. Birthday Team	QUIKstart	Carole Sung	Rm. 12
9. CHAMPS Student Trainers (2 Teams)	CST'S	Seymour Stars	Office Annex
10. Additional Teams	Other Student Initiated Projects	Wade Ashore	Media Center
			All TEAMS MEET AT 2:00-2:45 Friday Afternoons

BEST COPY AVAILABLE

Guidelines For Working With Your Team

Meeting and working with students throughout the CHAMPS Program is vital for an on-going successful program. It is essential that facilitators understand their role and its importance.

The primary role of the CHAMPS trainer is to be a "Positive Role Model" with students. As such, these people will be very involved in the training of CHAMPS and in the activities that will continue to reinforce the skills learned by CHAMPS at their CHAMPS Day. These adults will be the reinforcers of the program and supporters of the students throughout the remaining school year.

In order to establish this connection, CHAMPS trainers are asked to serve in the following capacities:

1. To interact freely and openly with students.
2. To trust that students can find solutions to problems, often very good ones.
3. To use the written CHAMPlan form for problem-solving.
4. To give students responsibility in small increments, thus encouraging successful completion of tasks.
5. To use the CHAMPlan repeatedly. Each time a snag is hit, simply ask key questions:

"What can we do to solve this?
"What else can we try?"
"What other thoughts does anyone have?"
"How well might that work?"
"How can we use several of your ideas together?"

Research on the Adult Role

The most effective role for the adult facilitators in peer leadership programs is to be:

1. Facilitating and Guiding
2. Not Controlling
3. Reflective of "Conscious Role Modeling" of appropriate group behavior
4. Careful Listening
5. Caring
6. Non-judgmental

Nancy Tobler, *Meta-Analysis of 143 Adolescent Drug Prevention Programs, 1987.*

Team CHAMPlan

Name _____

Date _____

This is a team action plan. It can center around a school or community project. State your goal as it relates to your project. Explain how you are going to accomplish your goal. Set a date to evaluate your progress.

Goal _____

_____

_____

Steps we will take to reach our goal:

1. _____
2. _____
3. _____
4. _____
5. _____

We will know when we have reached our goal when: _____

_____

We wish to evaluate our progress and reach our goal by (date) _____

We are committed to this action plan.

Signature of each team member

_____

_____

_____

_____

_____

CHAMPS Team Report Form

(to be turned in to CHAMPS Coordinator after each Team Meeting)

1. **Team Name:** _____

2. **Facilitator's name:** _____

3. **Team members present:**

   _____

   _____

   _____

   _____

4. **Your Team CHAMPlan:**

   _____

   _____

   _____

5. **Progress to date:**

   _____

   _____

   _____

6. **Assigned Tasks:**

   _____

   _____

   _____

7. **Next meeting date:** _____

CHAMPS Team Projects

CHAMPS Teams are made up of a group of students and an adult facilitator or two. These groups are formed at the CHAMPS Day Student Training. At that time, the students learn an action planning process and are prepared to work as a team to solve school and community issues. This learning process in leadership and responsibility will take continuing guidance from the team facilitator. Teams then begin working as a group on any of the projects listed in QUIKstarts, CHAMPS Team Ideas, CHAMPS Student Trainers, or on their own other Student Initiated Action Plan.

Remember, the CHAMPS Day Student Training is the kick-off and preparation for what can happen as students now work in teams with an adult facilitator and impact school climate with this exciting peer process called CHAMPS.

- QUIKstarts
- CHAMPS Team Ideas
- CHAMPS Program Modules
- Other Student Initiated Action Plans

QUIKstarts

(Short Term Service Projects)

On the following pages QUIKstarts are outlined for easy implementation with your CHAMPS Teams. They allow the teams to go into immediate, highly visible action.

Once you get the idea of QUIKstarts, begin to develop some of your own. QUIKstarts are any easily executed project in which students take on responsibilities that would otherwise be carried out by adults, or not at all.

QUIKstarts

(Contributed by Kathleen Feeney, fifth grade teacher,
Alta Vista School, Phoenix, Arizona)

"QUIKstarts" are designed to give CHAMPS an opportunity to become active visible members of the school community as soon as possible. On the elementary level, smaller scale projects are developed for the children prior to their CHAMPS training day. (QUIKstarts) These projects enhance the success rate of CHAMPS and expedite the saturation process of the program on campus. The sooner the younger members of a campus witness the older CHAMPS participating with the faculty to make the school climate one of unity and cooperation, the more effective the program will be at your school. "QUIKstarts" are simple, task oriented activities that require little or no planning. They do, however, serve as an acknowledgment to the CHAMPS students that you believe in their ability to be leaders and endorse them as significant contributors to the positive functioning of your campus. These duties can be discussed at their CHAMPS training day during the CHAMPS planning session and a few can actually be implemented the following day at your school site. Below is listed a chart of the "QUIKstart" you may want to integrate into your CHAMPS training day. The following pages include detailed suggestions and guidelines to make the execution of these ideas simple and enjoyable. REMEMBER, CHAMPS activities are designed to make the campus atmosphere more positive and not intended to increase teacher responsibility. If you feel you're taking away to much from your classroom instruction time or other school responsibilities, Stop! These ideas are meant to increase student responsibility. Ask the other teachers how they have successfully empowered their team or call the CHAMPS office for more information. They will be able to offer you suggestions and possibly connect you with another school in your area who has had prior success with the CHAMPS program.

In short, QUIKstarts are designed to get the kids into an immediate active role of responsible leadership making the CHAMPS program instantly visible. The effectiveness of the program on any campus enables schools to successfully accomplish what they were designed to do, ...educate our young people.

	Duty	Team Leader
1.	Cafeteria Duty	
2.	"Caught Ya Bein' Good" Team	
3.	Assembly Monitors	
4.	A.M. Duty	
5.	P.M. Duty	
6.	Goal for the Week Team	
7.	Birthday Certificate Team	
8.	Library Police	
9.	CHAMPS Photographers	
10.	P.E. Equipment Team	
11.	Flag Patrol	
12.	Nurse/Office Assistants	

1. Cafeteria Duty

One student watches the children in line to make sure everyone is using a quiet voice and their hands are to themselves. The CHAMPS monitor picks the quietest line to go first. Another CHAMPS monitor could also be watching hand washing duty, tray distribution or the food service area. Each of the monitors carries with them a predetermined number of CHAMPS behavior slips and passes them to students who are displaying signs of a child in charge of themselves. (See No. 2 for further explanation of CHAMPS Caught Ya Being Good behavior slips.) Other monitors can check to make sure students clear their area before they leave and maintain CHAMPS behavior during the entire lunch period. Monitors also carry clipboards and take down the name and homeroom teacher's name of any students who are misbehaving during lunch. It is their responsibility to deliver the names either directly to the homeroom teacher or their mailbox. Each individual teacher is encouraged to deal with the conflict according to their own classroom discipline plan.

We encourage the teacher/teachers and team leader who would traditionally be in charge of the duty to work initially with the CHAMPS. This is necessary in order for the monitors to become comfortable being authority figures for their younger peers and to understand CHAMPS slips are awarded based on behavior, not popularity or friendship.

Scheduling of this team responsibility will vary from school to school. Some possibilities are to have the CHAMPS monitor all lunch periods dividing the team up among the different lunch periods. (For those schools who have more than one lunch period.) Another option is to have the CHAMPS first learn how to monitor their own lunch period and then train the oldest grade level during the alternating period to be "assistant CHAMPS MONITORS." (4th graders monitor K-3) The CHAMPS should also wear a visor, button or their CHAMPS shirt whenever they are on duty. Typically the monitors will eat lunch before, during, and after their scheduled duty time. This duty should be done on a rotation basis to keep the CHAMPS enthusiastic about their responsibilities.

2. "Caught Ya Bein Good" Slip Team

This team is responsible for the behavior slips before and after various teams pass them out. Their first duty is to design the slip. (Samples attached) Once a design has been determined and slips have been printed, the slips need to be distributed to those who will be using them as incentives. (Some schools opt to also have the teachers use the slips as a positive behavior reward.) Once these have been distributed, it is up to the team to decide where in the school a box can be displayed for students to deposit their awarded slips. This team needs to make posters or visit the classrooms informing all students where to put their slips and what they can possibly win. Prizes can be purchased as a result of fund raisers or donations. (Many businesses are very supportive of school projects which enhance the community and, are thus, willing to donate merchandise for the CHAMPS programs. Be persistent! Don't stop at the first "no" and encourage the CHAMPS to make business contacts. This is a wonderful opportunity to teach the students business skills.)

Every Friday morning, one member of this team goes to the slip box and draws a predetermined number of winners which is set by the entire team. The winners are declared over the school P.A. system by the CHAMP team member during morning announcements. All other slips of the week are discarded with the winning slips being placed in an envelope for the Grand Finale semester drawing. (Before Christmas and at the end of the year.) Weekly winners are then directed to a designated classroom to pick up their prize. Some schools store all the prizes in the office and the school secretary and the CHAMP who announced the winners pass out the prizes. Others store the prizes in the team leader's classroom and encourage winners to stop by after school to pick up their prizes.

It is also beneficial for this CHAMPS team to make periodic visits to the classrooms displaying possible prizes and reminding students of the behavior expected to earn a slip. The team needs to first contact each teacher to schedule a time that is convenient and will not interrupt learning time. Posters designed by the CHAMPS team and displayed throughout the school encouraging students to earn a slip enhances the effectiveness of this program. (Particularly when the students are reminded of the prizes they can win!)

Prizes are usually simple and inexpensive. Pens, markers, notepads, a set of stickers, etc. The types of prizes are determined by the school and usually dictated by the level of generosity of local merchants and availability of funds raised by your team.

3. <u>Assembly Monitors</u>

This team works with school secretaries to keep informed of scheduled assemblies. All assemblies should be monitored by at least two CHAMPS to maintain consistency in behavior at all grade levels. The assembly monitors arrive before the students and wait for them outside displaying the CHAMPS signal. As students file into the auditorium, they are encouraged by the CHAMPS to practice their self-control. They are also reminded that assembly behavior is a life skill they need to learn for going to movies, concerts, etc.

Another assembly monitor is posted inside displaying the CHAMPS signal. When all of the students are inside, two of the CHAMPS begin to circulate in the crowd looking for students who are displaying good CHAMPS behavior. These CHAMPS are called the "Crowd Monitors". One CHAMP stays to the front of the crowd, this CHAMP is the "Monitor Leader". Once the Crowd Monitors have each selected a student displaying exemplary behavior, the following dialogue take place.

Monitor Leader: If you can hear me, clap once. (pause) If you can hear me, clap twice. (pause and wait for the attention of all the students.) "_____, have you made a decision as to who will get a Caught Ya Being Good?"

Crowd Monitor #1: Yes I have.

Monitor Leader: Who have you chosen as an example of good CHAMPS behavior?

Crowd Monitor #1: This is _____.

Monitor Leader: (Repeats the child's name and then leads the crowd in the following activity.) Can everyone say thank you_____. (Crowd thanks the quiet student. If some of the crowd chooses this as an opportunity to yell out or respond in a sing-song thank you, the Monitor Leader must correct this behavior and ask the students to all do it again properly.)

Can everyone give _____ a silent clap. (Lead crowd in silent clap or clap of your choice.) Thanks again _____ for your excellent behavior. _____ is going to give you a Caught Ya Bein Good and maybe you'll hear your name over the announcements as a winner on Monday. (Crowd Monitor #1 gives the student the Caught Ya Bein Good and joins the Monitor Leader at the front of the crowd. The same dialogue then occurs with Crowd Monitor #2).

Report to Goal of the Week to congratulate student for the Caught Ya Bein Good over the morning announcements. This activity should take no more than 10 minutes. Different team members should go at different times to the assemblies and switch off jobs each time. A visor, button or shirt should be worn during this duty and an evaluation form should be completed at your next team meeting.

4. A.M. Duty
5. P.M. Duty

This duty will vary from school to school depending on the size and area that needs to be monitored. Basically, the duty runs much like the cafeteria duty with all CHAMPS on duty wearing a shirt, button or visor and carrying a clipboard. Their team leader should determine where they will monitor and plan on sharing the duty the first few times the students are in charge. They will be responsible in the mornings and after school keeping children from playing in the restrooms, wandering the halls, fighting in the halls, running, etc. A student who does not follow the suggestions of the CHAMPS will be reported to their homeroom teacher and dealt with according to their classroom discipline plan. The team leader should be on hand to help the CHAMPS be gentle when giving suggestions and not offensive to the younger students. They also initially will serve as a support system to the CHAMPS to reinforce their decisions and suggestions while the younger students adjust to The CHAMPS being in charge. It is up to the team leader's discretion as to how long they want to assist the CHAMPS. Once they feel they are effective hall monitors, they can allow them to be in charge of the duty alone. One team should take A.M. Duty and one team should take P.M. Duty. The team can split the days up so they aren't on duty everyday. It is important to remember the QUIKstarts should be rotated in some fashion to keep the students interested in their responsibilities. Students get as

bored with hall duties as teachers! There is no set rotation that is suggested or mandatory for success. Variety is the key with QUIKstarts. An evaluation form should be completed the next time there is a team meeting.

6. Goal for the Week Team

This team writes out a goal for the school week. Everyday goal is announced over the P.A. system during morning announcements by a team member. The announcer is responsible for stating the goal and some words of encouragement for the school population to strive for the goal. The following day, another team member gives a brief summary of the previous day's goal and whether or not it was attained. The goal is also restated at this time. This activity is one which not only provides an avenue to promote appropriate behavior, but also to enhance the school climate in a playful manner. Below are some suggestions for "Goals for the Week" and how to monitor their success rate. Remind students to fill out an evaluation form about their QUIKstart at their next team meeting.

Goals for the Week - This one is great for getting the lower grades involved.
Teacher Appreciation Card - Students use any free time during the week to write their teacher an error free thank you card for all of their efforts. This goal can be measured by smiles on teachers faces or a number count collected by the CHAMPS from the teachers. If the goal was not a complete success, it can be used again the next week. The morning announcements could include a brief summary such as,"Mrs. Smith was seen smiling in the hall reading a card yesterday. It looks like someone in her class reached the goal, congratulations." The teachers should be told during the announcements that any cards given to them with errors must be returned to the error maker.

No Graffiti Week - Encourage all students to take pride in their school and encourage each other all day long not to write on desks or walls. Remind them of other things tax dollars could be spent on besides vandalism repair. (field trips, guest speakers, computers, etc.) This could be monitored by a quick check with the school custodian the following day before morning announcements. The team members are also responsible for talking up this idea during the day and team leader should encourage it to happen in all of her classes. A cheerleader attitude about these goals is what makes them fun.

Yes M'am, No M'am Week - Encourage all students to say "Yes, M'am" and "No M'am" instead of "uh hu" and "na ah". Teachers should also try this exercise! Explain the need to speak properly in all areas of your life. You never get a second chance to make a first impression. This is measured with your ears!

No Deflating Tire Week - Ever have one of those students who sighed so loud when you corrected them, they sounded like a deflating tire? Well, here is a new challenge, whenever you hear someone blowing their bad mood hot air out all over the room, call them on it. Positive body language is a very important skill in winning friends and influencing people. This can be measured with your ears or perhaps from a teacher who reports a marked improvement in one of their students during the day. This student can be announced the following day.

No Rolling Eyes Week - Same as above, but has to do with rolling eyes and creating a snarl on your face that could scare a pit bull. Perhaps the teachers could be encouraged during morning announcements to demonstrate to their students what this snarling wild-eye child looks like. This goal could be monitored from teacher reports and CHAMPS observations.

"Walk/Line Up" - This goal is designed to keep students from stampeding when their teacher releases the words from their mouth "line-up". Particularly when "line-up" is followed by "for lunch". The CHAMPS team should explain in the morning that running is dangerous and usually causes someone to get pushed, which leads to a responsive shove. Remind students that the entire class is going to the same place and that CHAMPS will be on the lookout for polite lines who might earn Caught Ya Bein Goods. This can be monitored by observation and an exemplary class can be commended over the P.A. system daily.

These weekly goals should be simple, easy to achieve and require no paperwork. They are intended to reinforce appropriate behavior and enhance the school climate in a light-hearted fashion. Awards could be announced at the end of the week to a particular class or person that achieved the goal repeatedly all week. No tangible award should be given as it is important the students learn this is behavior motivated by pride and self respect, not rewards. An acknowledgment award could simply be "a special thanks to Mr. Hill's class for their excellent behavior in line this week. If you want to see some real self-control, watch them in the halls." Also, these are CHAMPS activities all grade levels can participate in and special attention should be given to the primary levels to make them feel a part of the CHAMPS program.

7. Birthday Certificates

This team is responsible for filling out the school birthday certificates. Most offices have a composite list of all students' birthdays by the month. This list should be given to the team to divide up the names and distribute the certificates. Some schools divide the team in half and have the students decide who has the best handwriting and those students complete the certificates. The other team members deliver the certificates and record or check off the names of the students that were hand delivered a certificate by a CHAMP. The certificates should only be completed monthly as QUIKstarts are designed as rotating jobs. Students who deliver the certificates should wear a button, visor or CHAMPS shirt. Also, remind them to fill out an evaluation form at their next team meeting.

8. Library Police

These students work with their team leader and school librarian collecting over-due library books. A list should be made regularly from the librarian's cards of students who have over-due books. The entire team does not need to make the list , but the whole team can collect the books. A time should be established by their team leader as to when they should go to the homerooms and collect the over-due books or remind the students to bring them to school. The CHAMPS should be reminded not to embarrass the students who have over-due books. The homerooms can be divided up among the team members, each being

responsible for their assigned class. Remind CHAMPS to wear a button, visor or CHAMPS shirt when working for the library.

The team leader does not need to monitor this activity once a system has been established. The rule should be set in stone, however, that the librarian is not in charge of this activity, and they should not be running to the librarian every time there is a problem. All questions should be directed to the team leader, who will then address the librarian. This will keep the QUIKstart under control of the team leader.

9. CHAMPS Photographers

A school camera that can take slide film is needed for this QUIKstart and, therefore, can't be used at all schools. This team is responsible for photographing CHAMPS and teachers in action for school bulletin boards and slide show presentations. Each school can determine what they want to use the pictures/slides for and when. Some schools use them for an Open House night and others use them as a closing ceremony for the graduating students. They also can be displayed outside cafeterias where the entire population can see the pictures of the students who were caught on film "Bein Good". This activity will need a dedicated team leader who will work with the students as they take pictures. Usually, it is best to work with students when using expensive equipment such as cameras, but it is entirely up to the team leader. Student Councils and Parent/Teacher Association are a good source of funding for film and film development.

10. P.E. Equipment

This team is responsible for putting out tether balls, bases or any other equipment that has to be brought out daily for playground or P.E. use. Half of the team can put out the equipment in the morning and the other half can put it away at night. This activity works best when worked in conjunction with the P.E. teachers.

11. Flag Duty

This CHAMPS team is responsible for putting the flag/flags up in the morning and taking them down at night and putting them away. The days and time can be divided up between all of the team members, but they should remember to wear a visor, button or CHAMPS shirt whenever they are taking care of the flags.

12. Nurse/Office Assistants

As needed by the school nurse or office staff, student can be available to assist before school, after school, or at lunch. The nurse and/or office staff must be contacted prior to offering this QUIKstart to determine their need for such assistance. Duties which might be helpful may include: supervising a sign-in sheet as student enters the nurse's office, collecting attendance sheets at the beginning of the school day, washing equipment or straightening up the nurses office at the end of the day, putting notices in teachers' mailboxes, counting out flyers or other hand-outs for teachers' mailboxes, stapling, collating or stacking papers, books or supplies.

CHAMPS TEAM IDEAS

(Long Term Service Projects)

CHAMPS Team Ideas are projects which students have developed to be of service to their school or community. Students from your school will develop their own action plan to carry out their chosen CHAMPS Team Idea. Whether they choose their own topic, or one listed here, it is important that they develop the action steps to be successful.

CHAMPS Team Ideas

Peer Tutor Team

Academic Achievement Team

Trash Busters Team

Environment Team

Newsletter Team

Attendance Team

Opinion Poll Team

Publicity Team

Community Service Team

Available as Modules

HIV/AIDS Puppeteer Team

At-Risk Student Support Team

Peer Mediaton Team

Tobacco Prevention Team

BEST COPY AVAILABLE

CHAMPS Team Ideas

Peer Tutor Team

Trained CHAMPS can be matched with K-5 students who need help with academics. Once students are matched, they can work out a schedule for tutoring time.

Academic Achievement Team

Students from this team are challenged to develop strategies for improving the attitudes and achievements of younger students. They deliver a message of "achieving to the best of your abilities". Students can sponsor poetry writing contests, book reading competitions, spelling or geography bees, and other activities to promote academics.

Trash Busters Team

Students develop strategies for campus beautification. They take on issues such as trash, graffiti, painting trash cans, planting flowers, touch up painting, decorating and planting a large plastic or ceramic pot with colorful flowers.

Attendance Team

Students brainstorm ideas for reducing absenteeism. Some teams have used awards for students with perfect attendance and conducted competitions between grade levels for the highest attendance percentage. Other incentives include recognition for good attendance on a special bulletin board, at a CHAMPS Assembly and Class of the Week or Month announced by way of the public address system.

Environment Team:

This team takes responsibility for environment awareness on campus. Some of the ideas that have been used include:

- Plant a tree at school or in the community.
- Collect cans, aluminum foil, pie plates and frozen food trays for recycling. (Funds earned can support their CHAMPS Program.)
- Make bird feeders.
- Adopt an animal. Contact the zoo in your area for specifics.
- Organize a litter drive for the playground, park, or neighborhood.
- Make cloth bags to give to parents for grocery shopping.
- Monitor the use of water at home or at school and help create solutions for water preservation.
- Save paper - newspapers, bags, cereal boxes, etc. Once collected, take to be recycled.
- Set up neighborhood recycling program.
- CHAMPS teach "Save the Earth" ideas to younger students.
- Cut up soda pop "rings". Collect, cut up and demonstrate to younger children why this will save the lives of many animals.

Newsletter Team

An important part of CHAMPS is recognizing our achievements. But how can we do that if we never tell anyone about it?

The CHAMPS NewsletterTeam will be your school's official voice! From a student's perspective, your Public Relations Team will get the CHAMPS word out to the following groups of people:

1. **All students at your school.**
2. **All parents of those students.**
3. **The community around you.**

Your goal will be to publicize (spread the word) all the good things being done by CHAMPS; special teams, community projects, and individual or group achievements. Here's how to get started on your:

School Newsletter

Your school has a photocopy machine which could be used to print hundreds of one- or two-sided newsletters. Your job will be to write and produce the newsletter once every two months (September, November, January, March and May). A sample of the newsletter format is provided. Meanwhile, here are some extra tips:

- Identify a location in your school where students can leave material (story ideas, photos, reports) for your team.
- Typing or word processing (on computer) the CHAMPS NEWS would be great, but even hand-written (if neatly done) would be better than no newsletter at all.
- Be sure to have your English teacher "proof" all copy just before you print the newsletter.
- Use the CHAMPS logo (you can photocopy the one in the sample) on top of page one in the newsletter, and always show your school's name and mascot.
- Include a short message in every newsletter reminding students to share the newsletter with parents at home.
- Print enough for every student in the school, and distribute them through each teacher's mailbox at the school office.
- Give five extra copies to your librarian, five to the office for their files, and five to your CHAMPS advisor. Also, save 10 copies for "publicity" (see below).
- Keep an updated "CHAMPS NEWS" notebook in your school library.

NOTE: The following two layout pages show you exactly how to set up your newsletter easily.

Essential News helped CHAMPS put together this concept for the CHAMPS Newsletter Team.

CHAMPS Peer Leadership Program ■ September 1992

CHAMPS

Connolly Junior High School ▲ 2002 E. Concorda Drive ▲ Tempe, AZ 85282 ▲ 602-784-1219

Here's a Headline!

Your news item could be typed or handwritten like this. Be sure to give all of the information the reader needs. You can follow the "5 W's and H" method of reporting: who, what, when, where, why and how. You can even "paste up" small drawings, photos or special borders around articles. Print as many items as you can fit cleanly on one page. With all the great things going on with CHAMPS, you'll probably need to use the back of this page!

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Communications Team Members

Johnny Jones
Jill Jones
Joey Jones
Jones Jones
Mrs. James, Sponsor

Here's a Headline!

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CHAMPS

Communications Team Members

Opinion Poll Team

In conjunction with Essential News --- the nationally-published newspaper for kids --- CHAMPS participants can contribute their ideas to the fun and fascinating "Kid-on-the-Street" Opinion Polls. These monthly polls survey what kids from across the U.S. think about issues of the day: the environment, news, sports and more.

Your own CHAMPS Opinion Poll Team will be formed to help gather the ideas and opinions of students at your school. As soon as Essential News comes out each month, clip the ballot from each paper's "Kid-on-the-Street" column. Students should discuss the issues in class, decide how they feel as an individual about the issues, and then complete the form.

It will be the CHAMPS Opinion Poll Team's responsibility to collect these ballots, total them and get them to Essential News. When helping to do a poll, remember to never influence others' ideas. It is also important to get all kinds of kids to respond: boys, girls, older, younger . . . kids of all backgrounds.

Once you collect the ballots, tally the results and report them to: 1) your CHAMPS Public Relations Team; 2) your school's Essential News correspondent; 3) your principal. If you don't have an Essential News correspondent or Cub Reporter, mail the tabulated results --- plus your three best-written student responses (with each student's school picture) --- to "Kid-on-the-Street", Essential News, P.O. Box 26908, Tempe, AZ 85285-6908.

Teachers should note that Essential News can provide a "Kid-on-the-Street" math activity packet that shows you how to tabulate results and figure percentages. The packet contains black line masters for a tally sheet, percentages worksheet and certificates of merit. For information about school or individual subscriptions, write to: Subscriptions Dept., Essential News, at the address listed above.

Essential News helped CHAMPS put together this concept for the CHAMPS Opinion Poll Team.

Publicity Team

When appropriate, you can share your special CHAMPS accomplishments with the community around you by telling the media. The media consists of newspapers, magazines, and television and radio news departments. They may take your story and cover it in depth. Be advised, however, that they get an enormous number of requests for coverage. Your story needs an angle, or special appeal, and many things you do through CHAMPS will not warrant media coverage.

Here's how to do CHAMPS publicity:

• When you do think you have something unique going on, write a letter or press release to send to your town's media people. Tell them what is going on in terms of the "five W's": who, what, where, when and why.

• Identify the mailing address (including zip) for publications or stations you want to contact.

• Address your suggestion to the "City Editor" (or that person's actual name) at a publication, or an "Assignment Editor" at a TV or radio company.

• Be sure to give them a name (principal, teacher or student) and phone number (the school's) for contacting you. List time of day you can be reached at that number.

• Consider attaching an extra copy of your latest CHAMPS newsletter to the letter or press release you send them.

• ALWAYS (!) inform your school's Essential News Correspondent or Cub Reporter of CHAMPS activities. These are student writers for Essential News, a national newspaper for kids, by kids. Their reports are often read by tens of thousands of other kids, and some reports even air on television and radio.

• Do you have a CHAMPS Opinion Poll team? Report poll results in your newsletter and also send your school's tally to Essential News for use in their "Kid-on-the-Street" opinion poll page.

• • •

Essential News helped CHAMPS put together this concept for the CHAMPS Publicity Team. If your school needs a student E.N. Correspondent --- why not make them a key part of your team? Here's who to contact: Director of Programs, Essential News, P.O. Box 26908, Tempe, AZ 85285-6908.

Community Service Team

Nothing can build self-esteem more than serving others. Students rally to do community service when they are involved in the strategic planning of their projects. The following list of ideas have come from CHAMPS teams across the country.

1. Clean up a roadside area, a park, an alley, a vacant lot so it is litter free.
2. Take a group of underprivileged kids on an outing, to the zoo, a park, a picnic, or a walk that could end up with a hot dog roast.
3. Act as a big brother or sister to a child from an underprivileged neighborhood.
4. Write and illustrate a children's book to be given to a special child, a hospital ward or a school for handicapped children.
5. Do some kind of a handicraft project and give it to someone to whom you would like to show appreciation.
6. Mow a lawn as a favor, without pay.
7. Offer to watch someone's children for a couple of hours as a favor, without pay.
8. Clean a carport, garage, or attic for elderly people as a favor, without pay.
9. Share a special talent or skill of yours with a group of children in school, Cub Scouts, Indian Guides, Blue Birds, or Brownies, or possibly with an adult group of senior citizens. This could be playing a musical instrument, building models, cooking lessons, showing how a car engine works, etc.
10. Write a thank you letter to someone who has had a significant effect on your life, but up to this time you never told him/her.
11. Visit an older person who might really like someone just to talk with.
12. Select a needy family by checking with a minister, priest or Rabbi at a church, synagogue, YMCA, Salvation Army, etc., and see what a group of CHAMPS can do for them.
13. Offer your services to a family you know who is experiencing difficulty (illness, death, accident). You might cook dinner, take the children for a few hours, or ask them what needs to be done around the house.
14. Providing Christmas presents to an orphanage.
15. Earthquake/hurricane fund-raisers to earn money for victims of catastrophes.
16. Easter egg hunt for underprivileged children.
17. Adopt a grandparent through a local nursing home.
18. Grocery shopping for the elderly.
19. Send letters, pictures, gifts to servicemen.
20. Painting over gang graffiti in community.

CHAMPS Program Modules

HIV/AIDS Prevention Peer Puppet Program

Tobacco Prevention Peer Puppet Program

Peer Mediation Program - Available '94

At Risk Student Support Program - Available '94

CHAMPS HIV/AIDS PREVENTION PEER PUPPET PROGRAM

Teams of students operate the HIV puppets, Harvey, Iva and Victor. The team presents six pre-recorded age-appropriate lessons to each grade level. Puppeteers conduct puppet shows and follow-up activities with younger students.

CHAMPS TOBACCO PREVENTION PEER PROGRAM

Upper elementary grade (4-6) students prepare and present lessons, activities, and puppet shows to their peers and to younger grades regarding the issues of tobacco products and second hand smoke. Also included are puppets, audio cassette tapes, training manual, puppet training video, and all lessons and activities.

CHAMPS PEER MEDIATION PROGRAM

Focused on issues of conflict resolution, gang resistance and school safety, CHAMPS Peer Mediation Program utilizes peers as problem solvers. Appreciating others' cultural diversity is key to its success. The program includes specific detailed lessons, plans and procedures, training guide for teachers, and student videotape.

CHAMPS AT-RISK STUDENT SUPPORT PROGRAM

Designed to support "at-risk" peers using a simple approach to reach "hard to reach kids". Includes methodology for identification and referral, easy and clear staff in-service, and requires minimum time. The key is to help kids who really need help.

Guidelines For Developing
OTHER STUDENT INITIATED ACTION PLANS

There are many ideas for structuring teams around specific issues to solve problems. This process of CHAMPS works for all issues. The process of students working in small groups with an adult facilitator to solve school and community issues is the key to improving school climate.

The issues may be:

Gangs

Violence

Vandalism

Discipline Referrals

Tardies/Absences

Health issues, i.e. eating disorders, suicide, pregnancy prevention, AIDS prevention, and substance abuse.

Safety

Accident Prevention

Remember that students can be part of the solutions to these problems and begin by asking them to brainstorm any concerns of which they are aware. Write down all concerns. Briefly discuss the list, carefully eliminating projects which are outside the control of the students (i.e., facility additions, faculty changes, etc. - don't laugh!) Be careful also, not to limit the students too quickly, as many motivated CHAMPS teams have addressed issues initially seen by their sponsors as too big to tackle. One group from Roberts Elementary School in Tucson, Arizona, drove all gang visibility from their neighborhood by painting, and repeatedly repainting, a favorite site of gang graffiti.

Continue to ask the children to find solutions. Use and re-use terms like:

- "What can we do?"
- "What <u>else</u> can we do?"
- "How <u>else</u> can we try it?

Continually throwing the discussion back to the students encourages them not to give up, assures them of your confidence in their abilities, and surprisingly, turns up excellent solutions to problems.

Utilize the CHAMPlan format for writing down the action steps. Ask different students to record this information, and to take responsibility for different action steps.

If students fail to carry out a responsibility, make a plan at the next CHAMPS meeting for solving the problem of students failing to carry out their responsibilities. At any time in which you hit a snag, simply use the planning steps to solve that part of the problem.

Building student leadership is an exciting process, and it happens best when students are provided with opportunities for success, and are guided and facilitated by adults who care about them.

CHAMPS Team Time Activities

This section includes ten lessons and activities which reinforce CHAMPSkills including teamwork, refusal skills, stress management, communication, problem-solving, goal-setting, and positive self-esteem.

They are organized to address these issues on a regular basis. Our suggestion is to use them every other CHAMPS meeting, or for any other team meeting, when there is extra time.

The CHAMPS Team Time Activities also provide the school with a ten session classroom Leadership Development Unit. A ten-week unit is conducted with one lesson per week for ten weeks. A more concentrated format is to conduct one classroom Leadership Development Activity per day for two weeks.

LESSON I

Teamwork Puzzles

Approximate Time: 40 Minutes

OBJECTIVE:

This is a good way to begin to help students identify personal traits, appreciate their diversity, and begin to work together as a team.

This activity provides an opportunity for students to recognize individual traits and to recognize and appreciate the cultural diversity of their classmates.

How to do it:

Prior to class time, obtain two long pieces of butcher paper and lots of colored markers. Prepare according to directions below.

Directions for getting it together:

Trace a matching puzzle design on each long strip of butcher paper. Number each puzzle piece on each strip. Make enough puzzle pieces so that each member of the group has one. Cut one traced puzzle into puzzle pieces. Distribute one numbered puzzle piece to each student. Tape the other master puzzle to the bulletin board or chalkboard. Ask each student to illustrate his puzzle piece with things that are important to him/her, things that he/she likes and things that are a part of his/her culture. (Examples: things he/she likes to do, favorite places, favorite foods, favorite people, etc.) Allow about 8-10 minutes for each student to complete his puzzle piece. Ask students to take turns sharing their diversity with their classmates, as they place their piece on the puzzle master.

Review by encouraging students to remember that although we have similarities and differences, we can all "fit" together and work and learn together if we try.

LESSON 2
SEEK AND FIND

Approximate Time: 20 Minutes

OBJECTIVE: To reinforce concepts and terminology from CHAMPS Challenge Peer Pressure, Process for Refusal Skills

These words and Phrases are in the puzzle, but the are written up, down, sideways, backwards, and diagonally. Can you find them?

CHAMPS Say No
Peer Pressure
Hot Phrases
Dark
Dangerous
Deceitful
Leader
Good Decisions
Cool it

C T A E B X Y N O P S E I G I V I T C
T H Z K G B F O T K E L L O T E H A L
P K A Q A L B U P M D S X O O I C O R
T E A M E W A T T O F D Y D B M L W O
Z H O T P H R A S E S D E D U Y T A V
F B B U Q S S A F M L E N E N C B T N
O I L H J L S G O R I I A C U E S E S
B T L R W U T A B E K R R I O P D R E
D E S I T F C G Y U F F U S O F A D T
K O B C E T J Y K N I U N I G S N A A
M U R M S I H N M N O C T O O R G J I
B T G A L E O W B B T S S N G E E A R
W O R R I C E D W G E W E S E L R W O
C F E A P E E R P R E S S U R E O L S
N C D L H D E O N O A G E E R F U U R
H R A T B Y C M H S I F C O A I S A E
U I E C O B I F U A M N L O O C M I K
T M L U R M L E T I L O O C N A D R N
L E N P T E S L L T R E N A K C A D I
D X Y Z T U M T D H O B B I E D P C W

LESSON 3
CHAMPS "Star" Project

Approximate Time: 20-30 Minutes (discuss and fill out form)

OBJECTIVE: To teach the skill of goal setting and to encourage the joy of service to others.

Name: _____

Date: _____

A "Star" Project is a special individual project beyond what the CHAMPS Teams are doing. I wish to show extra responsibility and leadership by completing a Star Project. I understand my project must be observable and will be evaluated by a CHAMPS Team Leader. Example: Cleaning up a neighbor's yard. Making a puppet for a small child. Volunteering one day at a nursing home. Organizing a canned food drive. Setting up a collection can for old sports equipment to be donated to a recreation center. Collecting books for a crisis nursery.

PROJECT: _____

_____

ACTION STEPS TO COMPLETE MY PROJECT:

1. _____

2. _____

3. _____

4. _____

5. _____

I will complete my project by this date: _____

_____
CHAMPS Signature

I approve the project as written and planned.

_____
Sponsor

_____ Project completed _____
Date

CONGRATULATIONS!

LESSON 4
CHAMPS Look For Clues

Approximate Time: 20-30 Minutes
(5 minutes per role play situation)

OBJECTIVE: To reinforce and practice the refusal skills taught in CHAMPS Challenge Peer Pressure.

Step 1

Explain to students that by asking questions they can get clues to determine if they should be concerned. Use the following example to get the class started.

Example:
A friend has come up to you and asked, "Want to go out to the playground after school? (Possible : Smoke cigarettes on the way.)

Step 2

What questions would you ask your friend to find out if there is a concern?

Possible questions:
"Who is going?" "What are we going to do?" "When is this happening?" "Where exactly are we going?"

Step 3

Role play with the students. Practice asking questions to identify possible concerns.

a. Do you want to go to the park with me?
Possible concern: Hassle younger kids, smoke pot, etc.

b. Meet me behind the gym after school.
Possible concern: Smoking cigarettes.

c. Can I see your math homework?
Possible concern: Copying answers.

d. Come to my house after school.
Possible concern: Parents have liquor in the house and they won't be home.

e. Can you help me, I didn't have time to study for the English test.
Possible concern: Copying answers.

Step 4

Discuss with students that by asking a question they can get clues.

LESSON 5
CHAMPS On A Deserted Island
Approximate Time: 30-40 Minutes

OBJECTIVE: To develop the skill of choosing positive alternatives, a basic tenet of peer resistance strategies.

Step 1
Have the class imagine they are on a deserted island and can have 10 items dropped by parachute. Ask them to make a list of all 10 items. All items dropped must be lega.

Step 2
Ask students to write a story about how they would use the items on their deserted island to entertain themselves legally and safely until they are rescued.

Step 3
Ask them to make a drawing of what their island would look like after their 10 items are dropped. All items in the drop must be legal.

LESSON 6
Individual CHAMPlan

OBJECTIVE: To build personal problem-solving skills

Name _____

Date _____

An action plan is a plan to make a change in your life. It can be a changd related to academics or of a personal nature. State your goal or the change you would like to make. Explain how you are going to accomplish this. Set a date to evaluate your progress

Goal _____

_____

_____

Steps I will take to reach my goal:

1. _____

2. _____

3. _____

4. _____

5. _____

I will know when I have reached my goal when _____

_____

I wish to evaluate my progress and reach my goal by (date) _____

I am committed to this action plan.

_____

Signature

_____

Signature of Teacher (Optional)

Signature of Parent (Optional)

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LESSON 7
CHAMPS Interview Parents
Approximate Time: 20-30 Minutes

OBJECTIVE: To increase parent-child communication and foster recognition of similarities in both parent and child.

Step 1

Ask students to interview their parents about some things they were asked to do when they were in Junior High School that caused them concern.

Step 2

Ask students to write down how that parent handled the situation and whether or not they would have handled it the same way.

Step 3

Ask students to ask their parents what situations caused them concern when they were in Junior High School.

Step 4

Class discussion: Have students compare the kinds of problems or situations their parents faced compared to situations students face today.

LESSON 8
What! Me Worry?
Plan

Approximate Time: 20 Minutes

OBJECTIVE: To reinforce stress management techniques first introduced in "CHAMPS Learn to Cool It".

1. How My Worrying is Causing Stress

When you worry about something it can cause STRESS

Who do you worry about?_____

What do you worry about?_____

When do you worry?_____

2. How Am I Handling Stress?

What do I do when I am feeling upset?_____

Am I getting mad at someone ?_____Who?_____

Am I pretending I'm not worried?_____

Am I dealing with it in a good way?_____

Is it something I can change?_____

Yes_____ No_____ Maybe_____

Do I really want to change?

Yes_____ No_____ Maybe_____

Who needs to know about my stress?_____

Who can really be a help for me?_____

3. How can I handle stress in the future?

What can I do that will help? _____

When am I going to do it?_____

If that doesn't work, what can I do?_____

How will I know when the stress is gone?_____

4. **Discuss plans in pairs.**

5. **Discuss learnings about handling stress more <u>positively</u> with CHAMPS Team.**

LESSON 9
Corner People
Approximate Time: 20 Minutes

OBJECTIVE: To build positive self-esteem in recognizing those who support and care for each of us.

1. Have you ever seen a Boxing Match? The boxer always has CORNER PEOPLE who help and encourage him when he needs it and who cheer him on when he's doing well.

2. Who has been "in your corner" during your life? Who has supported you and seen your possibilities, even when you didn't? Who has helped you even when you got discouraged? Who has been proud of you when you've succeeded?

3. CHAMPS facilitator should give a personal example of someone who was in your corner and helped you to see yourself more positively.

4. Have students take out paper to make a list of as many CORNER PEOPLE as they can think of (alive or dead, friends, relatives, teachers, people they no longer see, or people they see every day.)

5. Have them star 3-5 who have had the most significant positive influence on them.

6. Have them give a score between 0-100 for each CORNER PERSON. Score indicates degree of gratitude shown/spoken.

7. Pair up students and have them share their lists of CORNER PEOPLE.

8. Discuss as a CHAMPS Team. Consider what was learned and what they would like to do to show appreciation to their CORNER PEOPLE.

LESSON 10
"Thank You For Loving Me" Letters
Approximate Time: 20 Minutes

OBJECTIVES: To foster improved communication and self-expression skills, while also teaching personal responsibility for positive relationships with others.

1. Take out sheet of paper. Pick one significant person from your life to thank for their importance. Consider all the "Corner People" you identified in the CHAMPS activity called "Corner People".

2. As fast as possible, begin to write that person a letter expressing how important that person has been. Don't plan it. Just write it quickly.

3. Select up to six people who are willing to read their letters.

   Applaud each one.

CHAMPS Student Trainers

This highly specialized team of CHAMPS become cross-age peer teachers for the younger grades. It is often so popular that more than one group of CHAMPS initiates this project, sometimes one CHAMPS Team per grade level of younger students.

Cross-Age Peer Lessons

The cross-age peer lessons are designed in such a way that a team of CHAMPS Student Trainers can go to the appropriate lower grade classrooms and facilitate the lesson for the younger students.

It is appropriate that the CHAMP Student Trainers have prepared and practiced the lessons with their adult sponsor. When the CHAMPS trainers teach the lessons the classroom teacher can also assist with the activities and make certain that the discussions are on task.

Cross-age peer teaching is an extremely powerful tool, as young people listen attentively to their slightly older peers. This process will enable you to involve the entire school in the ideals of CHAMPS and the "Life Skills" that are being taught.

The grade level teachers can easily do follow-up with their students to reinforce the skills taught by the CHAMPS Student Trainers.

Primary Lessons: Grades K-3

Kindergarten / First Grade

"Why I Like Me" Activity

Materials Needed:

Large butcher paper or construction paper (light color) with each one labeled "Why I Like Me!" (one per child), crayons or markers.

1. CHAMPS trainers ask the group to think about what they like about themselves, encouraging them to "own" their positive qualities proudly.

2. Another student writes ideas down on the blackboard as students speak.

3. CHAMPS trainers then distribute butcher paper or construction paper, one to each child.

4. CHAMPS trainers and the teacher help children trace the image of their body outline on the butcher paper or the outline of their hand on the construction paper.

5. CHAMPS trainers and teacher help by encouraging children to color in clothes and write their name across the torso of the body (butcher paper) or on the wrist of the hand (construction paper).

6. Trainers then help children fill in words for something they like about themselves in each of the arms and legs (butcher paper) or fingers (construction paper).

7. If time allows, give children an opportunity to hold up their image and tell the class about it.

8. Post images around the room.

"Me Song" Activity

Me Song

Me, Me, Me
It's a special thing to be.
It's fun to grow
and fun to know
that you are you
and I am me.
Me, me, me
It's a special thing to be.

1. CHAMPS trainers write down the title and first four lines of the song.

2. CHAMPS trainers teach song to students by singing the song to them once without motions and once with motions.

3. CHAMPS trainers sing song one more time with motions, inviting students to join in with the motions as soon as they can (they should stay in their seats.)

4. CHAMPS trainers write the next four lines.

5. CHAMPS trainers ask students to stand up and sing through the song themselves with motions while trainers sing along with them.

6. Sing through again after splitting the class in half. Have half class sing first two lines and last two lines, while the other half sings the middle four lines.

7. Sing one last time with trainer pointing to either half for every other line.

8. Pair children off with a friend. Ask them to sing the "Me Song" together, helping each other to remember all the words and motions.

9. End the activity by asking the children to think about how they feel while singing this song. Have several children share that feeling out loud.

Me Song

© 1988 by Alison Vallenari

D G D G
Me, Me, Me _ It's a spe- cial thing to be. It's fun to grow and
D E7 A7 D
fun to know that you are you and I am me. Me, me, me _ It's a
A7 D
spe- cial thing to be.

First Grade

Decision Making

Materials Needed:

Two puppets of any kind (from classroom or home)

1. CHAMPS trainers go to classroom with puppets and introduce themselves and the puppets.

2. CHAMPS trainers tell students that the puppets have a problem. They don't know how to make decisions and solve problems very well and would like to see if the kids can give them some help.

3. CHAMPS trainers enact a scene between the two puppets, where one puppet can't decide if it's OK to cross the street without a crossing guard when his parents have told him not to. They get into a fight and nobody's happy.

4. CHAMPS trainers ask the students if something like this has ever happened to them, and if so, how did they feel.

5. CHAMPS trainers write the feelings on the board.

6. CHAMPS trainers ask students how to solve this problem, and tries out one or two suggestions with their puppets.

7. CHAMPS trainers then tell students through the mouths of the puppets that the steps in making a good decision are:

    a. Look at the problem.
    b. How do you decide what to do?
    c. What will happen when you make the wrong decision?
    d. What should you do?
    e. Do it!

8. CHAMPS trainers have the puppet go through the steps of decision-making asking students to repeat back each step as they go.

9. Time permitting, have the puppets enact their scene again. Allow students to identify the problem, some choices, the consequences and an alternative, while the puppets use their suggestions to come to a good decision and a solved problem.

First Grade

"I Can Make Other Choices" Mural

Materials Needed:

Large sheet of butcher paper and colored markers.

1. CHAMPS trainers ask students if they know what a mural is, and write down answers on the board.

2. CHAMPS trainers tell students that today they are going to make a mural of all the things people can do instead of drugs and alcohol.

3. CHAMPS trainers ask students to list as many kinds of drugs as they can. All answers are written down on the board.

4. CHAMPS trainers ask what are some more fun things kids can do instead of drugs or alcohol. All these things are also listed.

5. Each child is asked to select one or more of the "More Fun Activities" and select the drugs they will draw on the mural. Write the word "NOT" between the drawings, i.e. skating not smoking or swimming not beer or soccer not cigarettes.

   NOTE: It is important that the children draw the activity and the drug, not just write the words.

6. CHAMPS trainers allow the children to add to the murals as time permits. Give them a two-minute warning so they may finish their drawings.

7. Post the mural prominently in the classroom or elsewhere in the school, i.e. cafeteria, principal's office, or media center.

Second Grade

Group Poem

1. CHAMPS trainers tell students that they are going to write a poem together today and that it is going to be about drugs.

2. CHAMPS trainers tell students to think of words that describe feelings. Another trainer writes them down under the heading "FEELINGS."

3. CHAMPS trainers ask students to think of the names of some drugs or alcohol. Another trainer writes them down under the heading "DRUGS."

4. CHAMPS trainers ask students to think of why kids would use drugs or alcohol. Another trainer writes them down under the heading "WHY?"

5. CHAMPS trainers ask students to think of problems that happen to people who use drugs or alcohol. Another trainer records under the heading "PROBLEMS."

6. CHAMPS trainers ask students to think of "SOLUTIONS" and other ways to keep busy or change unhappy feelings.

7. CHAMPS trainers ask students to "think like poets" and add descriptive words and colorful phrases to the "feelings", "drugs", "why's", and "problems". Another CHAMPS trainer makes the written additions to the list.

8. CHAMPS trainers ask them to look at the lists for a starting line for their poem. Another trainer writes down the starting line.

9. CHAMPS trainers ask the students to think of words that rhyme and phrases that would fit next. Trainers give lots of encouragement for all ideas.

10. CHAMPS trainers continue to draw out ideas, phrases and words until the poem is complete.

11. CHAMPS trainers post the poem on large chart paper in the classroom and has every child sign the poem.

    Suggestion: Submit the poem to the local newspaper, parent newsletter, or read it over the school announcements for all to enjoy.

Second Grade

Positive Decision Process

Materials Needed:

Light construction paper, two half sheets for each student. Crayons or markers.

1. CHAMPS trainers ask students for examples of activities they are sometimes asked to do that could get them into trouble.

2. CHAMPS trainers write answers on the board and labels them "PROBLEM ACTIVITIES."

3. Half sheets of construction paper are handed out to all students by CHAMPS trainers.

4. CHAMPS trainers ask all kids to draw a large circle with a crayon or marker.

5. CHAMPS trainers then ask all students to draw one of the "problem" activities in their circle.

6. When completed, CHAMPS trainers can assist students in drawing a slanted line across their circle from 1:00 to 7:00 i.e., indicating that this activity is not chosen.

7. CHAMPS trainers then ask students to list fun activities that do not get them into trouble.

8. CHAMPS trainers list these activities on the board under the label "NO PROBLEM" activities.

9. CHAMPS trainers then ask students to draw one of these activities on the other half of their construction paper inside a large circle.

10. CHAMPS trainers help students put both sheets together with tape on the back.

    Suggestion: Attach string and hang from ceiling or cluster several together as mobiles.

Second Grade

Magnificent Me!

Materials Needed:

"Magnificent Me" Books (Make copies with pages duplicated back to back, one per child.)

1. CHAMPS trainers go into classroom asking, "What is an author?" One trainer writes response(s) down.

2. Trainer asks if anyone in the room is an author. Trainer tells them they will all be authors today because the trainers are going to help them with their own book.

3. "Magnificent Me" books are distributed by trainers and children are asked to start by finishing the cover with an adjective that starts with the same letter as the first initial in their name (i.e. Awesome Andy, Super Sue, Rad Ricky).

4. Trainers model by saying their "adjective name" out loud and rotating through the class to help children.

5. Children then go through the "Magnificent Me" books completing the dedication and sentence items an adding illustrations.

6. Students are encouraged to finish within the time period (or before the next CHAMPS meeting) and to bring their completed books the next time they meet with the CHAMPS trainers.

Magnificent Me!

_____

(Adjective)

_____

(Your Name)

This book is dedicated to:

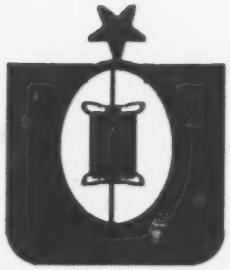
This is someone
I really like . . .
and they like me, too!

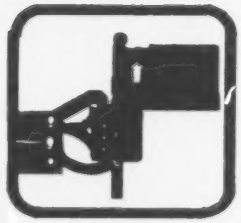
This is to certify that

_____

is a Magnificent Human Being with the ability to do great things!

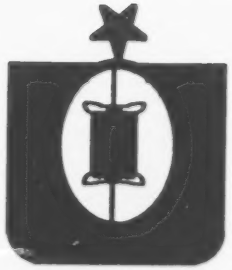
Someday I want to . . .

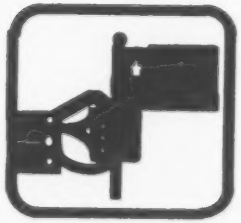




Something I am really good at is . . .

Someday I want to . . .





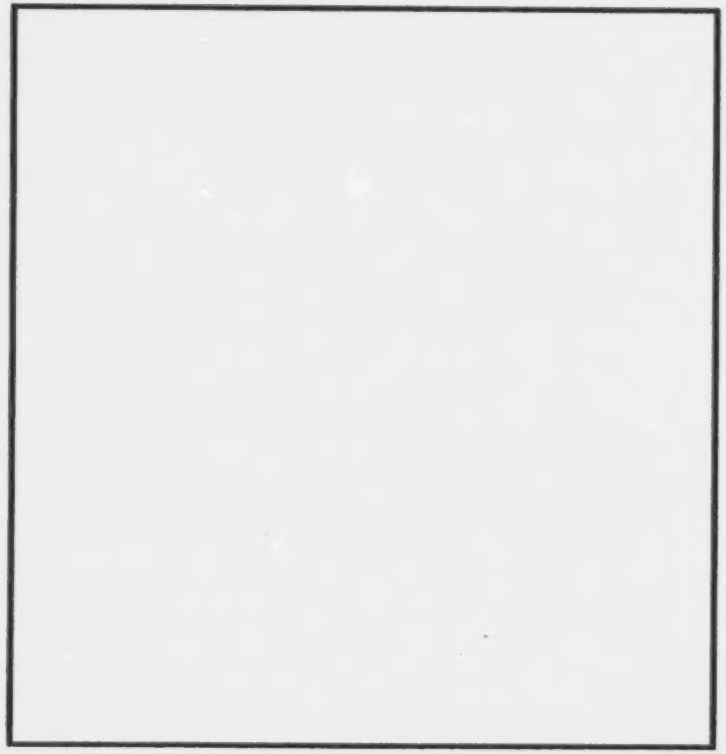
Something I am really good at is . . .

My Favorite . . .

Food

This is what my house looks like . . .

My Favorite . . .



Color

My Favorite . . .

Thing to Do

Third Grade

"Me" Commercials

Materials Needed:

"Me" commercial papers, video camera, tapes, VCR, monitor (all optional)

1. CHAMPS trainers go into a classroom, introduce themselves and ask, "What is the purpose of a TV commercial?"

2. One CHAMPS trainer writes responses on the blackboard.

3. Trainer tells class they are going to write, direct, produce, and act in their own commercial about themselves. The purpose is to sell others on the good qualities they each have to offer.

4. Trainers act out one or two of their own "me" commercials (which they have prepared in advance.)

5. Trainers distribute "me" commercial papers and instruct children to work on their commercials for the next ten minutes.

6. Trainers ask students to finish up, then begin rehearsing in small groups using other children for the groups to play roles in the commercials.

7. Finish by presenting selected commercials to the class.

8. Optional: Videotape each commercial.

"Me" Commercial

_____ is a wonderful product because_____
(Name)

_____

You can use _____ for many things like_____
(Name)

_____

_____will never let you down by _____
(Name)

No, one thing's for sure, _____ is a product you can trust.
(Name)

Just ask _____ ,or _____ , two

of the many people who have trusted _____ for a long
(Name)

time. If you try_____ , you'll be glad you did, because _____
(Name)

_____

One reason you can depend on _____ is _____
(Name)

_____ and one thing you can learn from

_____ is _____ .
(Name)

"So don't wait, be sure and trust _____ , a product who is
(Name)

_____ , _____

and _____

Third Grade

Taking A Look At My Friends and Me

Materials Needed:

Sheets of colored construction paper. 1/2 sheet of construction paper for each student and one sheet to every group of three students.

1. CHAMPS trainers talk to the class about friends. They share with the class that it will probably be a friend not a stranger, that will try to get them in trouble.

2. Divide the class into groups of three and ask them to work with people that they don't know very well.

3. CHAMPS trainers ask the groups to write on their full sheet of construction paper: "What qualities make up a good friend?" List three things that you like about a good friend.

   Encourage every member of each group to take part in the activity.

4. After each group finishes their list, the CHAMPS trainers will tape them on the wall, and then read the lists to the class.

5. CHAMPS trainers will hand out the half-sheets of construction paper and ask each student to write on their sheet of paper (Large Print) what makes them a good friend.

6. Put those sheets on the wall like a collage where the qualities of each one can be seen by the whole class.

7. Point out that we all have fine qualities to offer, as do our friends. At the same time, some friends participate in behaviors that we choose not to do. We can appreciate the fine qualities in our friend and STILL NOT PARTICIPATE in behaviors we know are wrong.

Third Grade

Yes and No Decisions

Materials Needed:

Children will need paper and pencil. They will need to number 1-10 on the left side, and make two columns on the right side. Have students put "YES" at the top of one column and "NO" at the top of the other column.

REASON	YES	NO

Have CHAMPS Student Trainers write on the flip chart or the blackboard problems that the students suggest to them. Such problems as the following:

1. Should I let my sister play with us?
2. Should I hit back when someone hits me?
3. Should I always be on time for school?
   etc.

Possible reasons:

1. Yes, or I'll get in trouble.
2. Yes, or my friends will think I am a chicken.
3. Yes, or the school will call my parents.
   etc.

1. No, she always throws fits.
2. No, we'll both get in trouble.
3. No, a tardy now and then won't matter.
   etc.

Have CHAMPS Student Trainers ask for pop-ups from the students as to why they answered "Yes" or "No".

Intermediate Lessons: Grades 4 and 5

Fourth Grade

Making Choices

Materials Needed:

"Making Choices" Sheet

1. Have CHAMPS trainers or teacher introduce this lesson by explaining that sometimes choices in life can be difficult.

2. Tell the class that they will be given a Making Choices Sheet and you would like them to choose between two different questions and then tell why.

3. After students have completed this Making Choices Sheet, discuss each situation with the class and have them share some of their answers.

CHOICES

1. Choose between:

   ☐ Copying someone's homework

   ☐ Admitting to teacher that you forgot to do your homework.

   WHY:

2. Choose between:

   ☐ Crossing with your bike where the crossing guard controls traffic.

   ☐ Crossing with your bike where it is more dangerous.

   WHY:

3. Choose between:

   ☐ Turning in the $5.00 you found in the cafeteria.

   ☐ Keeping the $5.00 for yourself.

   WHY:

4. Choose between:

   ☐ Buying a jacket that is very stylish.

   ☐ Buying a jacket that will keep you warm.

   WHY:

5. Choose between:

   ☐ Telling your mother that you accidently broke her vase.

   ☐ Blame your cat that always jumps on the table the vase was on.

   WHY:

6. Choose between:

   ☐ Following the rules your parents set for you.

   ☐ Breaking the rules when your friends put pressure on you.

   WHY:

Discuss: 1. How you learned right from wrong

2. Ways to stick up for what is right

Fourth Grade

Who Am I?

Materials Needed:

Who Am I questionnaires for each student.

1. CHAMPS trainers will hand out the " Who Am I" questionnaires to each class member.

2. CHAMPS trainers will have students fill out questionnaires.

3. When the students complete their questionnaires, the CHAMPS trainers will ask students to write a one page autobiography about themselves.

4. The stories will be collected the next day by the teacher.

It is important that the teacher process this lesson with the class. Some students may wish to share their autobiographies with the class. Relate to the students that it is important to know and understand themselves and to be PROUD!

Who Am I Questionnaire

1. **MY NAME**_____

2. List ten words that best describe you.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. How do you spend your time after school and on weekends?

_____

_____

4. Who is your best friend?_____

5. What are your favorite sports and hobbies?_____

6. What are your favorite TV shows?_____

_____

7. What is there about you that makes your friends like you?_____

_____

8. What goals are you working on right now?_____

_____

9. What do you think of school?_____

_____

10. If you could change something about yourself, what would it be?____

_____

Fourth Grade

Drugs Are Dangerous

Materials Needed:
A copy of "Spaced Out" sheet for each student

1. CHAMPS trainers tell students that drugs are dangerous.

2. CHAMPS trainers hand out "Spaced Out" sheets to each person in the class.

3. CHAMPS trainers explain that the words in the sentences are not spaced correctly. Explain to students that they are to write the words correctly on the line below the incorrect spaced words.

4. CHAMPS trainers have students give the correct sentences. They can volunteer one at a time to share answers with others.

5. CHAMPS trainers can discuss the drug messages with the students.

6. The message to the students should be that "drugs are dangerous."

NOTE: It is important that the teacher help with the discussion at the end of the activity.

"Spaced Out" Sheet

To discover some of the special dangers drugs have for kids, correct the spacing in each of these sentences. The first one has been done for you.

1. Dr ugsc anl ea dtoc ri me.
   Drugs can lead to crime.

2. Wi neco ole rsa red ru gsto o!

3. Cig are ttes cank il ly ou!

4. Athl etesw hodr inkc an'tp lay th eirb est!

5. Itisi lleg alt odri nkbe fo re you tu rnt wen ty-o ne.

6. Tho usan dsof you ngpe opl edi efromd rinki nga ndd riv ingacc cide nts.

7. Don 'teve rtak esom eone elsesp res cri ptions

8. CH AM PSca ntea chyo uhowt osa yno!

Fifth Grade

Hot Phrases

Materials Needed:
NONE

1. CHAMPS trainers talk with students about the three **Hot Phrases** learned during their training.

   a. Don't be a _____(chicken).

   b. We won't get _____(caught).

   c. Nobody will ever _____(know).

2. CHAMPS trainers explain that they may find themselves in situations where they will hear their friends say these phrases to them.

3. CHAMPS trainers divide the class into three groups. Each group is given the task of role playing each **Hot Phrase**.

4. CHAMPS trainers will assign the first **Hot Phrase** to Group 1, the second **Hot Phrase** to Group 2, and the third **Hot Phrase** to Group 3.

5. The instructions to the three groups are as follows:

   - They have five minutes planning time.
   - They are to role play a situation where the **Hot Phrase** is used to get them to do something they don't want to do.
   - Their presentation is to last one minute and everyone in the group needs to be involved in the role play presentation.
   - The presentations will be made in front of the class.

6. After the presentations, the CHAMPS trainers discuss with the class how they need to be prepared to deal with their friends when **Hot Phrases** such as these are used on them.

Fifth Grade

Media Madness

Materials Needed:

Advertisements from magazines or greeting cards depicting alcohol consumption mounted on poster boards plus one additional ad or card for every 4 to 5 students.

1. CHAMPS trainers prepare in advance by collecting magazine ads or greeting cards that promote alcohol or nicotine use. Mount some on poster board and keep others loose.

2. CHAMPS trainers display boards and ask, "What do you see as the common theme of all these ads and cards?"

3. CHAMPS trainers record all ideas elicited from the class.

4. CHAMPS trainers ask the class to focus in on one of the ads or cards which they have selected in advance, and ask some key questions like, "What is the message of this advertisement or card?" "What do you think will happen to you if you regularly use this product?" "Is that the same result as the ad is suggesting?" "Is this advertisement misleading?" "Is this ad telling the truth?"

5. CHAMPS trainers encourage students to look critically at all the advertisements and cards, asking for comments regarding misleading messages.

6. Time permitting, CHAMPS trainers break the class up into small groups of 4-5 students each with trainers and teacher spreading out among the groups. Teacher could have break-out assignment done in advance.

7. Each group is given an ad or greeting card to analyze. Their time limit for discussion and filling out their "Critical Analysis" paper is 10 minutes.

8. Each group reports on its' findings with CHAMPS trainers encouraging applause for each group.

9. Critical analysis papers are posted on a bulletin board along with the advertisement or greeting card analyzed.

Critical Analysis Sheets

1. The name of the product is: _____

_____

2. The slogan or stated message is: _____

_____

3. The implied message of this product is: _____

_____

4. How is the implied or stated message different from what this product really can do to you? _____

_____

_____

5. How misleading is this advertisement or card from what may happen to you if you use this product regularly? _____

_____

_____

6. How would each of you in the group vote this advertisement or greeting card of 1 to 10 (with 1 meaning that the ad is NOT very misleading in its message and 10 meaning it **IS** very misleading?

Group member name	Rating
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Fifth Grade

My CHAMPS Medal of Achievement

Materials Needed:
Sheet of light colored construction/drawing paper (one per student)
Yarn (24" piece for each student) hole punch, colored pencils/crayons, scissors (10)

1. CHAMPS trainers brainstorm on the flip chart/blackboard things they do well. The CHAMPS trainers can **model** this by sharing with the students what **they** do well.

2. The CHAMPS trainers tell the students that today they are going to make CHAMPS Medals of Achievement, and they are going to answer some questions by "drawing the answer."

3. CHAMPS student trainers hand out "CHAMPS Medal" sheets with the questions.

4. CHAMPS trainers read the four questions to the students and explain to students that there are four sections on the medal and four questions. The students are to work quietly as they answer each question by "drawing the answer" in the appropriate section. The students can raise their hands if they need help from the student trainers.

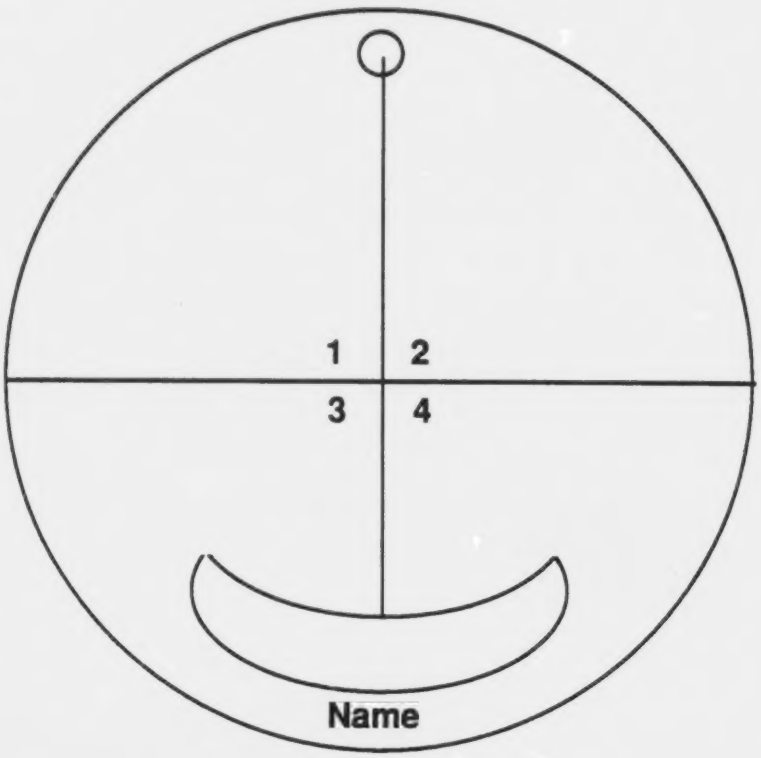
5. CHAMPS trainers have students put their name in the section on the bottom of the medal.

6. When the students have completed their medals, the CHAMPS trainers can assist by getting colored pencils and crayons to students to color in their drawings. Then punch a hold in the top of the medal and tie on the string of yarn.

7. Students now can wear their medals or hang them in the classroom.

8. CHAMPS trainers can ask students to share their medals with the rest of the class. They can pair up with one other person to share and then some may share with the entire class.

Medal of Achievement



Questions: **Draw a picture** of your answer in each section.

1. Draw a picture of something you do well.
   Example: Play piano, soccer, etc.

2. Draw a picture of something special about your family.
   Example: Go on trips, play games, etc.

3. Draw a picture of something that makes you happy.
   Example: Music, sports, friends, etc.

4. Draw a picture of something you want to accomplish in life.
   Example: College, have your own family, athlete, etc.

Primary Peers

Primary Peers Overview

(The Primary Peers Section was developed by Jennifer Speicher for CHAMPS Peer Leadership. Jennifer is a former teacher and currently prevention specialist and trainer in the Dallas area.)

As more and more research has emerged about the "power of peers", CHAMPS Peer Leadership has realized the need to offer peer opportunities to younger students.

We have developed Primary Peers to give primary students leadership roles within their classrooms. With this early training in responsibility and social skills, they actually become "Future CHAMPS in Training."

The rationale for using peer education with early elementary age students is well documented. The importance of peers in social development is highly conducive, perhaps even essential for early childhood achievement. Children need to learn to participate with and help each other. The helper - helpee role is a major focus in today's educational arena.

Research tells us that peer programming should be the major focus in our classrooms, schools and communities. The Peer Led activities and tasks included in Primary Peers are designed to give children leadership opportunities and experiences that will provide the social skills that will positively affect their success.

Steps For Structuring Primary Peers

Primary Teacher Orientation:

- Conduct a mini in-service with those responsible for working with primary age students. Share with them the rationale and research (from Section I of this training manual) for using a peer approach.

- Select a Primary Coordinator who will make available the materials and lesson plans for the leadership tasks to each primary teacher, aide, or parent who would be taking responsibility.

- Explain the format of the leadership jobs and that they can be selected for each grade level K-3 and repeated each year.

  Encourage staff to develop new leadership opportunities that would meet the specific needs of your classroom or other setting.

- Give instructions for the Primary Peer Leadership Job Chart that can be made for each classroom. A Leadership Job Chart sample is on the following page. Rotate tasks so that children have the opportunities to experience varying responsibilities and so that they stay challenged and motivated to fulfill their responsibilities.

- It can be effective to provide a primary peer leader's designation to distinguish their leadership as they take on their tasks.

  Example:

  -Primary Peers leadership buttons

  -Primary Peers badges designating title of leadership role. (Paper Pal, Big Engine, etc.)

  -A Primary Peers color sash for button or badge placement (red=Kindergarten, blue = 1st Grade, etc.)

- Follow the easy format of each task:
  -Grade
  -Objective
  -Materials
  -Contribution Description
  -Prevention Skill / Protective Factor

PRIMARY PEERS

LEADERSHIP JOB CHART SAMPLE

STUDENT	LEADERSHIP JOB	HANDY HELPER	COMFORT CALLER	PAPER PAL	BIG ENGINE	ETC.				
CLARK KENT										
SARA LEE										
JOHN BOY										
BEN HUR										
SLOPPY JOE										

Note:
Make a Leadership Job chart to place in the classroom in a prominent place. As students take on various leadership jobs a check mark or a star is placed on the chart showing they have completed that task. Responsibilities should rotate so that students have an opportunity to take leadership and responsibility for several tasks

Primary Peers Leadership Tasks

1. **COMFORT CALLER**

Grade: K

Objective: To provide opportunities for children to consider the needs of others.

Materials: Availability of nap time materials

Contribution Description:
This leader helps his/her classmates prepare for nap time by assisting them by passing out pillows or mats so that they will be comfortable during this period. This leader will also assist classmates in collecting and putting back all pillows or mats once nap time is over.

Prevention Skill / Protective Factor:
Team-Building Activities / Building Supportive Relationships

2. **CHAIR CHASER**

Grade: K

Objective: To develop self-discipline and responsibility for completing required tasks and acting as a positive peer role model.

Materials: School/classroom furniture (chairs, tables and desks)

Contribution Description:
This leader is responsible for making sure all chairs are pushed underneath the classroom tables (when not in use) and all students put their chairs on top of the table at the end of the day.

Prevention Skill / Protective Factor:
Leadership Skills, Autonomy and Self-Discipline

3. **HANDY HELPER**

Grade: K-1

Objective: To provide social interaction skills through assisting others in completing a task.

Materials: Availability of soap and paper towels

Contribution Description:
This leader assists his/her classmates wash their hands before lunch. This leader must make sure there is enough soap and paper towels available for the the opportunity tc wash up.

Prevention Skill / Protective Factor:
Ways to change Anti-Social Behavior Correlated to Drug Abuse

4. **DOOR HOLDER**

Grade: K-2

Objective: To provide opportunities for involvement, leadership and service to others.

Materials: None

Contribution Description:
This leader opens / closes the door(s) in the school building so that the entire class may continue their journey with ease.

Prevention Skill / Protective Factor:
Social Bonding to School / Developing a Sense of Purpose

5. **GOOD DEED DO-ER**

Grade: K-3

Objective: To begin the process of identifying appropriate behaviors in self and others, monitoring inappropriate behaviors and developing positive peer norms for behavior.

Materials: Good Deed Stickers or Certificates

Contribution Description:
This leader identifies other classmates that contribute to the classroom or school in a positive manner and rewards classmates with a sticker identified by the teacher or developed by the students.

Prevention Skill / Protective Factor:
High Expectations and Internal Locus of Control leading to Positive Self-Images

6. **PAPER PAL**

Grade: K-3

Objective: To build positive self-image through service to others and successful fulfillment of responsibilities.

Materials: Paper necessary for student work and an in basket for collected work

Contribution Description:
This leader assists the teacher with passing out any paper and/or collecting paper during the day so that all children are equipped to participate in any lesson or activity.

Prevention Skill / Protective Factor:
Building Positive Self-Images / Academic Success

7. **BIG ENGINE**

Grade: K-3

Objective: To provide opportunities to practice leadership by being "in charge" of the group and by having others follow.

Materials: None

Contribution Description:
The train concept is a great way to help children visualize how to travel from one place to another. This leader will guide the class in the hallways of school, outside, on field trips, or where ever a line is needed to get from one place to another.

Prevention Skill / Protective Factor:
Leadership Skills / Autonomy and Self-Discipline

8. **SONG SINGER**

Grade: K-3

Objective: To further develop positive peer influence through guiding and directing activities with classmates.

Materials: Music center for materials

Contribution Description:
This child will assist the teacher in selecting songs, chants and/or finger plays that the entire class can participate in. This child will also lead the class in the songs, chants and or finger play.

Prevention Skill / Protective Factor:
Leadership Skills

9. **TABLE TOPPER**

Grade: K-3

Objective: To assist small children in recognizing the importance of cooperation in successful group functioning.

Materials: Cleaning items

Contribution Description:
This leader will assist classmates with clearing and cleaning off classroom tables and lunchroom tables so that the area will be clean and ready for use by the next class / group that may use them.

Prevention Skill / Protective Factor:
Team-Building Activities / Building Supportive Relationships

10. **MESSENGER**

Grade: K-3

Objective: To help youngsters develop a commitment to their school community.

Materials: Hall pass

Contribution Description:
This leader will assist the teacher with any deliveries or messages needing to be sent throughout the school building.

Prevention Skill / Protective Factor:
Pro-Social Development and Commitment to School

11. **ZOO KEEPER**

Grade: K-3

Objective: To develop a sense of purpose in youth through providing for other creatures.

Materials: Pet foods

Contribution Description:
This leader will daily feed and water any classroom pets, animals, or insects.

Prevention Skill / Protective Factor:
Youth Involvement in the Community / Developing Sense of Purpose

12. **SPROUT SPRINKLER**

Grade: K-3

Objective: To help understand the importance of developing healthy life habits through care of other living things.

Materials: Items necessary for watering and feeding plants

Contribution Description:
This leader will water any living plants in the classroom and / or school office to continue the production of oxygen for a healthy environment.

Prevention Skill / Protective Factor:
Youth Involvement / Community Service

13. **PENCIL PAL**

Grade: K-3

Objective: To develop responsibility through making good decisions and following through with positive actions.

Materials: None

Contribution Description:
This leader will check the classroom pencil sharpener daily to make sure it is in working order.

Prevention Skill / Protective Factor:
Decision-Making Skills / Problem-Solving Skills

14. **PATRIOTIC PAL**

Grade: K-3

Objective: To support children in their development of a positive self-image, encourage their sense of patriotism and provide a basis for and internal local of control.

Materials: Flag

Contribution Description:
This leader will provide leadership by holding the American Flag and / or lead the class in the Pledge of Allegiance to the American and / or State flag.

Prevention Skill / Protective Factor:
Developing High Expectations and Internal Locus of Control

15. **LITTER LEADER**

Grade: K-3

Objective: To encourage the pro-social development of young children through commitment to their environment.

Materials: Trash bags

Contribution Description:
This leader assists classmates in picking up any litter there is in the classroom and the school building. This leader can also notify the Good Deed Do-er when classmates pick up and dispose of litter outside the classroom.

Prevention Skill / Protective Factor:
Pro-Social Development and Commitment to School

16. **COAT CHECKER**

Grade: K-3

Objective: To develop communication and social interaction skills in supporting each others comfort and preparation.

Materials: None

Contribution Description:
This leader will assist classmates in hanging up their coats neatly and orderly; call classmates to retrieve coats when going outdoors and leaving for the day.

Prevention Skill / Protective Factor:
Communication Skills / Social Competence

17. **EQUIPMENT EDITOR**

Grade: K-3

Objective: To assist children in making appropriate decisions, solving problems, and utilizing positive alternatives to any self-destructive behaviors.

Materials: Those pieces of equipment in use

Contribution Description:
This leader will distribute, inventory, and collect all playground and / or physical education equipment.

Prevention Skill / Protective Factor:
Decision-Making Skills / Problem-Solving Skills

18. **BROOM BOSS**

Grade: K-3

Objective: To provide opportunities for youngsters to be of service to their peers and their environment.

Materials: Broom

Contribution Description:
This leader will assist the teacher by sweeping the classroom floor after a messy activity, after recess, and / or at the end of the day.

Prevention Skill / Protective Factor:
Pro-Social Development / Commitment to School

19. **BOOK BROKER**

Grade: K-3

Objective: To develop healthy peer interaction and supportive relationships as a basis for challenging peer pressure in older years.

Materials: Books

Contribution Description:
This leader will assist the teacher in selecting a book(s) and turning the pages of the book, while being read to the class.

Prevention Skill / Protective Factor:
Communication Skills / Social Competence

20. **BOOKKEEPER**

Grade: K-3

Objective: To provide additional opportunities to bond to society thus lowering a child's likelihood to be "at-risk" to negative behaviors.

Materials: Dust cloth

Contribution Description:
This leader will organize and clean-up books in the reading center or book center after classmates have rotated through the center.

Prevention Skill / Protective Factor:
Clearly Defined Norms about Use and Non-Use

21. **LEND AN EAR LISTENER**

Grade: K-3

Objective: To promote communication, positive interaction and child centered learning.

Materials: Recorder, record player, etc.

Contribution Description:
This leader will operate the tape recorder or record player at the classroom's listening center.

Prevention Skill / Protective Factor:
Developing Pro-Social Behavior / Caring Peers.

SECTION V

THE RESULTS:

Evaluating Your Program

Base Line Data

It is important to keep records on student behaviors for the purpose of evaluating a Prevention Program.

There are many indicators that will assist you in assessing areas of concern. Drug and alcohol suspensions, incidents of vandalism, unexcused absences and discipline referrals give an indication of behaviors directly or indirectly related to current or future drug or alcohol use.

For the purpose of evaluating this program, we ask that you complete the following form with information for your previous school year. At the completion of the current school year we would request you send the same information. We want to compare the base data prior to CHAMPS implementation and after implementing the program.

Comparative data will be available from CHAMPS upon request.

We will assist you in the evaluation of your program's effectiveness as part of our national data base.

We ask that you keep records of:

- Discipline Referrals for Alcohol and Drugs
- Discipline Referrals for Tobacco
- Total Discipline Referrals
- Vandalism Incidents
- Unexcused Absences

The value of involving peers in problem solving as well as teaching leadership skills and giving responsibility to young people is well documented. The issues that take so much time away from the educational process will be impacted positively, as students become part of the solution to the problems facing our schools and communities today.

Base Line Data Form

NAME OF SCHOOL _____

ADDRESS OF SCHOOL _____

CONTACT PERSON _____ HOME PHONE ( ) _____

SCHOOL PHONE ( ) _____

	Prior Year____	CHAMPS Year____	Following Year____
Number of Discipline Referrals Due to Alcohol or Drugs			
Number of Discipline Referrals Due to Tobacco			
Total Number of All Discipline Referrals (fighting, defiance of authority, disruptive behavior, etc.)			
Number of Vandalism Incidents ($25.00 or more damage = incident).			
Total Estimated Vandalism Costs for the year.			
Percentage of Unexcused Absences			

Note: Calculate changes due to the implementation and follow-up of CHAMPS, by collecting information for the year in which you first implemented CHAMPS, as well as the prior and following years. Then compare to assess results.

OFFICE OF THE GOVERNOR

STATE CAPITOL, WEST WING
PHOENIX, ARIZONA 85007

FIFE SYMINGTON
GOVERNOR

May 13, 1991

Mr. Thomas M. Reynolds
Grants Management Officer
Block Grant Program
Division of Grants and
Contract Management, ADAMHA
5600 Fishers Lane - Room 13C-20
Rockville, Maryland 20857

Dear Mr. Reynolds:

Enclosed you will find the final evaluation for Arizona under the Community Youth Activity Program Block Grant. This evaluation covers activities supported by fiscal year 1989 funds.

If you have any questions about this report, please contact me at:

Jack G. Moortel, Special Assistant
Arizona Governor's Office
1700 West Washington, Suite 810
Phoenix, Arizona 85007
(602) 542-1474
Fax Number (602) 254-7601

Sincerely,

JACK G. MOORTEL
Special Assistant
Public Outreach

JGM/td

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CHAMPS Peer Leadership conducted six training events in 1989 for the Governor's Office of Drug Policy, and involved 148 Arizona schools and 28 youth service agencies. In 1990, seven trainings were conducted involving another 138 schools. Four hundred and eighty-nine Arizona teachers and ninety youth service workers participated in 1989. In 1990, 658 adults participated. We estimate that over 14,000 Arizona fifth and sixth graders received training from these adults in peer leadership skills in 1989, with another 11,000+ student leaders being trained in 1990.

IMPACT EVALUATION

While schools and agencies gather data differently, one consistent effort was made to gather statistical results from within the State of Arizona. As a result, in schools where the 1989 trainings were conducted prior to the start of the school year or very early in the school year, dramatic results were evident during the year of training as well as the year following training. The three areas of significant change were:

1) Total Number of Discipline Referrals
2) Total $ Spent on Vandalism
3) % Rate of Absenteeism

The number of total discipline referrals in all reporting schools averaged 182 in 1988. By the end of 1989, the year in which CHAMPS was initiated, the average number was 75 total discipline referrals, a decrease of 61.5%. The number to referrals continued to decrease again in 1990, the year following the training, to an average of 37.6 referrals, an additional decrease of 55.8%. The total impact upon number of discipline referrals from 1988-1990 is a marked 82.9% decrease. This is consistent with initial results of 75% decrease in discipline referrals for Midwest schools participating in CHAMPS.

Schools conducting training prior to the start of the 1989-90 school year also show positive results in reducing absenteeism, a known factor of high risk student behavior. The baseline absenteeism rate reporting schools in 1988-89, the year prior to training, was 5.1%. In the 1989-90 school year, the average rate of absenteeism was reduced to 4.9%. The year after training, 1990-91, the average rate was further reduced to 4.1%. The total change from 1988-89 to 1990-91 was 1.0%.

One other area of measurement showing impact is vandalism. 1988-89 figures showed an average of $229 spent on vandalism. In 1989-90, the figure was reduced by 28% to $165 per school, and in 1990-91, the figure was further reduced by 76% to $39. Thus, total reduction of vandalism cost is 70%, a lowering of $190 average per school.

While CHAMPS implementation rate nationally is 94%, one reporting school provides an interesting contrast. They received CHAMPS training, but did not initiate the program. Their results showed undesirable changes. From 1988-89, total discipline referrals increased by 67%. It increased by another 35% in 1990, for a total increase of 125% over the three years. They had no vandalism but maintained a high rate of absenteeism at 11%. Eleven per cent is over twice the average of participating CHAMPS schools.

SECTION VI

THE EXTRAS:

The Supplemental Materials

How To Use Your Supplemental Materials

This section contains all the materials needed to be duplicated for students on their successful CHAMPS Day.

There is no need to search through the manual to make sure that you found everything, for it is all collected for you, with page numbers removed. This is an easier way, too, to make sure that all pages get returned to the manual following CHAMPS Day, and are ready to go for the next CHAMPS Training.

CHAMPS Game Plan Design

Spirit Meeting
8:30 - 9:00

Welcome
First Challenge
Introductions
CHAMPS - Name and Significance
CHAMPS Controls
CHAMPS Cheers and Challenges
CHAMPS Peer Pressure Challenge

CHAMPS Meet CHAMPS
9:00 - 10:00

CHAMPS Bingo
CHAMPS in the Ring

Break
10:00 - 10:10

CHAMPSkills
10:15 - 11:00 - Session I
11:05 - 11:50 - Session II

Introduction to Champion Skills
Rotating groups (3) - approximately 45 minutes each

Lunch
11:50 - 1230

CHAMPSkills
12:30 - 1:00 - Session III

CHAMPS Teams
1:15 - 2:30

CHAMProductions
CHAMPlanning

Victory Celebration
2:30 - 3:00

Review of Skills
"I Learned... Statements
CHAMPS Make Commitments
Presentation of T-Shirts and /or Certificates
Evaluation of the Day

Find someone who:

Has 3 or more pets	Can name all 7 dwarfs	Can do a back flip	Has met someone famous (who was it?)
Laughs a lot	Was born outside this state	Reads the newspaper	Can say their first and last name backwards
Wants to be famous	Plays the piano	Has been on a championship team (or has won a championship themselves)	Has been on the Honor Roll
Has 3 or more brothers or sisters	Has done 100 sit-ups	Bakes great brownies	Is a good artist

CHAMPS Bingo

Steps For Challenging Peer Pressure

Step I. Look For Clues

Ask Questions
- Who?
- When?
- Why?
- What?
- Where?
- How?

The THREE "D's"
- DARK
- DANGEROUS
- DECEITFUL

Hot Phrases:
- Don't be a _____(chicken)
- We won't get _____(caught)
- Nobody will ever _____(know)

Step II. Look For Concerns

Legal Concerns
School Concerns
Family Concerns
Inside Concerns

Step III. Look For Consequences

The Ultimate Consequences of Legal Concerns...JAIL!
The Ultimate Consequences of School Concerns...SUSPENSION!
The Ultimate Consequences of Family Concerns...SEPARATION!
The Ultimate Consequences of Inside Concerns...GUILT!

Step IV. Look For Choices

"Instead of_____, we could_____."

Step V. Look To "Cruise"

Get away from the situation and work at keeping your friendship. "Call me, I'll be_____."

"If you change your mind, I'll be_____."

Team CHAMPlan

Name _____

Date _____

This is a team action plan. It can center around a school or community project. State your goal as it relates to your project. Explain how you are going to accomplish your goal. Set a date to evaluate your progress.

Goal _____

_____

_____

Steps we will take to reach our goal:

1. _____
2. _____
3. _____
4. _____
5. _____

We will know when we have reached our goal when: _____

_____

We wish to evaluate our progress and reach our goal by (date) _____

We are committed to this action plan.

Signature of each team member

_____

_____

_____

_____

_____

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CHAMPS NOTES

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BACKSTROKES

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CHAMPS Day Student Survey

On a scale of 1-5 with a 5 being the most favorable, please vote the following sections of CHAMPS Training.

	1	2	3	4	5
Spirit Meeting					
Games and Energizers					
CHAMPS Challenge Peer Pressure Workshop					
CHAMPS Learn to Cool It Workshop					
CHAMPS Polish Their Mirrors Workshop					
CHAMProductions					
CHAMPlanning Groups					
Victory Celebration					

Please write your comments about the day:

SECTION VII:

THE ENERGIZERS

Resources For The CHAMPS Team

Energizers

These energizers are to be used as desired during the CHAMPS Day activities or throughout the year..

My Bonnie

This activity goes to the tune and words of "My Bonnie Lies Over the Ocean . . ."

My Bonnie lies over the ocean
My Bonnie lies over the sea,
My Bonnie lies over the ocean,
Oh, bring back my Bonnie to me.
Bring back, bring back, oh,
bring back by Bonnie to me, to me.
Bring back, bring back, oh bring
back my Bonnie to me.

When you come to a word that begins with "B" - you stand if you are sitting and sit if you are standing.

Tuning In

Everyone pair up and stand back-to-back. All participants have to choose one of three signs:

1. Thumbs on top of head with hands waving.
2. Thumbs on side of head with hands waving.
3. Thumbs on bottom of chin with hands waving.

Tune into what you think your partner will choose. On the count of 3, turn around quickly and see if you match. Those pairs that match can be seated. Repeat the process for those pairs still standing.

Hi, My Name Is Joe

Begin chant:

Each __ is equal to one beat!

Hi, __ __ my name is Joe. __ __ I work __ __ in a button factory. One day __ __ my boss came up to me and said "Joe, __ __ are you busy?" __ __ I said no, __ __ so I started pushing buttons with my . . .

right hand (repeat verse	__ __	Poke the air with right hand, pointer finger extended.
left hand (repeat verse)	__ __	Add one motion to each verse until doing eight motions at once.
right elbow (repeat verse)	__ __	
left elbow (repeat verse)	__ __	
right knee (repeat verse)	__ __	
left knee (repeat verse)	__ __	
head (repeat verse)	__ __	
tongue (repeat verse)	__ __	

End with: Hi, __ __ my name is Joe, __ __ I work __ __ in a button factory. One day __ __ my boss came up to me and said, "Joe, -- -- are you busy?" -- -- **I said "YES! ! !"**

People-to-People

Everyone pair up and face one another. The leader calls out body part to body part (heel-to-heel, hands-to-hands, back-to-back, elbow-to-elbow, head-to-head, etc.) Whenever he/she chooses to call "pople-to-people", everyone finds a new partner, including the leader. The extra person becomes the leader and does the calls.

Additional Sources of Energizers:

The New Games Book. New Games Foundation, edited by Andrew Fluegelman

More New Games. New Games Foundation, edited by Andrew Fluegelman

The Centering Book. Gay Hendricks

The Second Centering Book. Gay Hendricks

The Facilitators Handbooks for Structured Experiences.
University Associates Press